DOCUMENT RESUME

ED 151 501 CE 012 595

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TITLE	Effectiveness of an Alternative Delivery System for In-Service Vocational Teacher Education. Final Report.
INSTITUTION	Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Univ., Ft. Collins. Dept. of Vocational Education.; University of Northern Colorado, Greeley.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	V0294VZ
PUB DATE	Mar 76
GRANT	OEG-0-74-1650
NOTE	304p.; For a shorter version of this document, see ED 123 432; Print on colored background may be marginally legible
EDRS PRICE	MF-$0.83 HC-$16.73 Plus Postage.
DESCRIPTORS	Admission Criteria; *Behavioral Objectives; Check Lists; *Cooperative Education; *Educational Coordination; Individualized Programs; Inservice Teacher Education; Instructional Materials; *Learning Activities; *Learning Modules; Preservice Education; Program Coordination; Program Planning; Rating Scales; Resource Materials; School Community Programs; School Community Relationship; School Industry Relationship; Self Evaluation; State Curriculum Guides; Student Evaluation; Student Recruitment; Teacher Education; Teaching Guides; Vocational Education; Vocational Education Teachers; Work Experience Programs
IDENTIFIERS	Colorado

ABSTRACT

The project reported here was done to provide vocational teacher educators in Colorado with an off-campus delivery system for an introductory inservice or preservice course in cooperative education and coordinating techniques. Following a brief project summary, the remainder of this report is comprised of appendixes. The first four of five appendixes include project task force members, objectives, and topical content outline for the ten-session course curriculum, a videotaping schedule and guides for making ten videotapes to be used in conjunction with six modules, and several evaluation instruments. The fifth appendix, which accounts for about two-thirds of the total appendix material, contains eight field-tested modules; each module has an introduction, directions (including goal, behavioral objectives, procedures, resource materials, and references), one to two activities (with indicated goals, learning activities, and checklists for evaluative purposes) and an appendix of reading materials, references, relevant forms and/or terminology. The module titles are (1) Developing Program Policy, (2) Functions with School and Community Personnel, (3) Recruiting Students, (4) Selecting Students, (5) Locating and Selecting Training Stations, (6) Developing Training Stations, (7) Legal Considerations, and (8) Placing Students. (EM)

ED151501

FINAL REPORT

Project Number VO 294 VZ
Grant Number OEG-0-74-1650

EFFECTIVENESS OF AN ALTERNATIVE DELIVERY SYSTEM FOR IN-SERVICE VOCATIONAL TEACHER EDUCATION

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March 1976

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of Health, Education, and Welfare
Office of Education

CE 012 595

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ACKNOWLEDGEMENTS

It is appropriate to acknowledge the efforts of persons whose assistance, cooperation and special efforts contributed greatly to the success of this project. Special credit and recognition is due Jeanne Breiner, Project Secretary, for the many hours of extra effort spent on project work.

In addition, recognition is given to Emilie Kazerani, Research Associate for her work in data collection and analysis.

Donald L. Richardson
Director

ABSTRACT

The purpose of the "Coordinating Techniques" Project was to provide vocational teacher educators in Colorado with an alternative delivery system for in-service vocational teacher education.

The procedure for developing the alternative delivery system was to utilize a task force composed of staff members of the State Board for Community Colleges and Occupational Education, Colorado State University and the University of Northern Colorado -- Departments of Vocational Education and active teacher-coordinators from all service areas in vocational education to jointly formulate a common curriculum consisting of goals, objectives and evaluation criteria for an introductory course in cooperative vocational education -- "Coordinating Techniques."

The two departments then developed an alternative delivery system for off-campus, in-service instruction in cooperative vocational education -- "Coordinating Techniques" -- using videotapes and other audio visual materials, printed modules and facilitators. The course content was divided into fifteen logical topic areas. A format was developed and submitted to the task force for approval. Using the approved format, the first module was developed and submitted to the task force for review and revision. Using this module as a model, the next two modules (numbers 2 and 3) were developed. Modules 1, 2, and 3 were then field tested during Spring Quarter, 1975. The results of the field test were then used to revise these modules and develop the remaining modules.

The task force identified the topical areas that could best be taught with the use of videotapes. Using these areas, a guide was developed for each videotape and taping was completed.

The project resulted in a total package (modules and videotapes) which can be utilized by field personnel to teach the course with assured quality and content.

FINAL REPORT

The Problem

Because of credentialing and recredentialing requirements as set forth in the Colorado State Plan, it is necessary to provide mechanisms which will allow teachers in the field to meet the stated requirements. The two vocational teacher education institutions in Colorado (Colorado State University at Fort Collins and the University of Northern Colorado at Greeley) are faced with the problem of serving vocational teachers in the field with in-service training experiences as well as providing pre-service training for persons desiring to become vocational teachers.

There are several constraints which make this in-service training task difficult to accomplish. First, Colorado has several isolated rural areas which must be served with in-service education. This isolation is complicated in the winter months because of the Rocky Mountains which divide the state from north to south, making travel difficult to schedule on a regular basis. Second, there is a distance constraint. Both universities authorized to teach vocational in-service courses are located in the northeastern portion of the state. Areas which have to be served with in-service education include: Grand Junction, 308 miles one way; Holyoke, 143 miles one way; Lamar, 251 miles one way; La Junta, 227 miles one way; Leadville, 163 miles one way; Pueblo, 164 miles one way; Durango, 394 miles one way; etc.

The distance, coupled with faculty cost, travel time, and expense, aswell as low student density, makein-service education in most areas of the State economically difficult for the authorized universities to meet. The solution to the in-service problem centers around overcoming the above mentioned barriers.

In attempting to arrive at a solution, the following project objectives were identified.

Objectives

1. The University of Northern Colorado and Colorado State University, Departments of Vocational Education and State Board staff members will jointly formulate a common curriculum consisting of goals and objectives and evaluation criteria for an introductory course in cooperative vocational education - Coordinating Techniques.
2. The two departments will develop an alternative delivery system for off-campus in-service instruction in Cooperative Vocational Education and Coordinating Techniques using videotape, discussion leaders and other techniques.

Procedure

The procedure for developing an alternative delivery system for in-service vocational teacher education was as follows:

1. Designation of ½ F.T.E. at each teacher education university.
2. Selection of task force members (see Appendix A).
3. Review of competencies needed by teacher-coordinators of cooperative vocational education programs.[1]
4. Development of comprehensive common curriculum--including objectives (see Appendix B).

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[1] Cotrell, Calvin J., Chase, Shirley A., and Molnar, Marilyn J. Model Curricula for Vocational and Technical Teacher Education: Report No. V--General Objectives, Set II. Columbus, Ohio: The Center for Vocational and Technical Education, September, 1972 and

Crawford, Lucy C., A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Blacksburg, Virginia: Virginia Polytechnic Institute, December, 1967.

5. Review of curriculum by task force.
6. Development of delivery system.
7. Division of common curriculum in modules:
    * Module # 1 - Developing Program Policy
    * Module # 2 - Functions with School and Community Personnel
    * Module # 3 - Recruiting Students
    * Module # 4 - Student Selection
    * Module # 5 - Locating Training Stations
    * Module # 6 - Developing Training Stations
    * Module # 7 - Legal Considerations
    * Module # 8 - Placing Students
    * Module # 9 - Sponsor Development
    * Module #10 - Training Plans
    * Module #11 - Planning Visitations
    * Module #12 - Conducting Visitations
    * Module #13 - Related Instruction
    * Module #14 - Student Organizations and Cooperative Education
    * Module #15 - Public Relations for Cooperative Education

8. Identification of modules best taught with the use of audio visual materials for support.

9. Identification of existing media suitable for use with modules.

10. Development of video taping program for project (see Appendix C).

11. Review of Module 1 by task force.

12. Revision of Module 1.

13. Development of Modules 2 and 3.

14. Development of evaluation method for testing (see Appendix D).

15. Testing of control group (site #A) and testing of Modules 1, 2, and 3 (site #B).

16. Development of color videotapes.

17. Development of Modules 4 through 9.

18. Testing of Modules 1 through 8 (site #3).

19. Revision of Modules 2 through 9.

20. Development of Modules 10 through 12.

Using the evaluation instruments (Appendix D) data was collected from the following sites where the Coordinating Techniques course was taught:

Site A - Colorado Springs

Served as control group--course taught by traditional delivery system utilizing regular university personnel.

Site B - Greeley

Served as an experimental group--utilized first three modules of alternative delivery system.

Site C - Fort Collins

Served as an experimental group--utilized first eight modules of alternative delivery system--utilized non-university facilitators.

At all test sites, all students were given pretests on the material continued in the first eight modules at the first door session prior to any instruction taking place. At test site A the students were given a post-test after covering material which would be equivalent to that contained in a particular module, until post-tests on eight modules were given. The post-tests were administered easily since the instructor at test site A was using the common curriculum which had been agreed upon by the task force.

At test site B students were given post-tests after the facilitator had covered each particular module.

The students at test site C were given post-tests on all eight modules after the facilitator had covered that particular module.

The tables on the following pages show comparisons of the various test sites relative to the effectiveness of the delivery systems which were utilized at that test site.[1]

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[1] All groups were tested for homogenity and were found to be homogenous.

TABLE 1

"t" TESTS BETWEEN TEST SITE A AND TEST SITE B ON PRE AND POST SCORES

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE B MEAN	TEST SITE B VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
PRE-TEST						
MODULE 1	3.0714	2.5329	3.875	2.5489	1.4992	
MODULE 2	2.7142	2.8736	3.6666	1.5362	1.9933	
MODULE 3	2.6041	.8473	1.9285	1.6098	1.8966	
POST-TEST						
MODULE 1	4.9285	1.6098	8.9583	7.1503	6.2720	*
MODULE 2	3.8571	.7472	5.6458	2.0973	4.7678	*
MODULE 3	3.1785	.4464	4.0416	.8460	3.0649	*

NOTE: Test site A utilized the traditional delivery system.
Test site B utilized the alternative delivery system.

Table 1 indicates that there was no significant difference in the scores of the pretests between the control group and the experimental group. There was, however, significant difference in the results of the post-tests with the experimental group showing a significantly greater gain in their scores on the post-tests.

TABLE 2

"t" TESTS BETWEEN TEST SITE A AND TEST SITE C ON PRETEST SCORES

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE C MEAN	TEST SITE C VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
PRE-TEST						
MODULE 1	3.0714	2.5329	3.7916	2.4299	1.1612	
MODULE 2	2.7142	2.8736	3.1666	1.2873	.7850	
MODULE 3	1.9285	1.6098	2.8333	.9242	2.0209	
MODULE 4	2.1428	2.5164	2.7083	1.4753	1.0067	
MODULE 5	1.6785	1.8310	2.4583	1.1117	1.6181	
MODULE 6	1.9642	3.5178	2.5833	1.5378	.9741	
MODULE 7	.6071	.6607	.625	.6420	.0563	
MODULE 8	2.1071	2.0453	2.7916	1.2481	1.3426	

NOTE: Test site A utilized the traditional delivery system.
Test site C utilized the alternative delivery system.

Table 2 indicates that there was no significant difference in the scores of the control group and the experimental group in the pretests for modules 1 through 8.

TABLE 3

"t" TESTS BETWEEN TEST SITE A AND TEST SITE C ON PRETEST SCORES

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE C MEAN	TEST SITE C VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
POST-TEST						
MODULE 1	4.9285	1.6098	8.37	3.2329	5.7110	*
MODULE 2	3.8571	.7472	7.0833	2.5378	6.2689	*
MODULE 3	3.1785	.4464	5.2083	1.5208	5.0974	*
MODULE 4	4.1428	1.8241	4.2916	1.2935	.3008	
MODULE 5	3.5714	.3021	6.2916	.9299	8.6520	*
MODULE 6	5.5	2.1538	6.9583	2.7935	2.3697	*
MODULE 7	2.5714	.4175	4.25	.9318	5.2791	*
MODULE 8	4.7142	1.1428	5.6666	.3787	2.8311	*

NOTE: Test site A utilized the traditional delivery system.
Test site C utilized the alternative delivery system.

Table 3 indicates that there was a significant difference in the post-test scores on all modules except module 4. The experimental group showed a significantly higher gain on the post-tests, with the exception of module 4, than did the control group.

TABLE 4

"t" TEST BETWEEN TEST SITE A AND TEST SITE B ON THE ATTITUDE SCALE

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE B MEAN	TEST SITE B VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
"RESPONSE TO METHOD" SECTION	31.8461	23.8076	15.5833	27.8188	9.1843	*
"RESPONSE TO CONTENT" SECTION	15.3846	17.4230	11.7083	12.2155	2.8533	*
"RESPONSE TO EXPECTATION" SECTION	14.3076	10.2307	6.5833	9.4710	7.192	*
TOTAL SCORE OF THE ATTITUDE SCALE	61.5384	124.9358	33.8750	89.9402	7.9566	*

NOTE: Test site A utilized the traditional delivery system
Test site B utilized the alternative delivery system

Table 4 compares the results of scores on the Attitude Scale between the control group (A) and an experimental group (B) which utilized only three modules. In the "Response to Method" section, the experimental group showed a more positive reaction to the method of delivery than did the control group.

In the "Response to Content" section, the control group showed a slightly more positive response than did the experimental group. At this time it is difficult to explain the difference since the content at both sites was identical.

The control group indicated that their expectations were more nearly met than were those of the experimental group.

When the total score of the two groups on the Attitude Scale is compared, the control group shows an overall more positive attitude than does the experimental group. This difference may be due to students being accustomed to courses being taught by the traditional delivery system and not being accustomed to the alternative delivery system where there is less guidance and direction from the facilitator than from a professor in the traditional system.

TABLE 5

"t" TEST BETWEEN TEST SITE A AND TEST SITE C ON THE ATTITUDE SCALE

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE C MEAN	TEST SITE C VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
"RESPONSE TO METHOD" SECTION	20.75	120.3863	34.3333	9.3333	40.553	*
"RESPONSE TO CONTENT" SECTION	14.5	6.8181	16.25	6.0227	1.6199	*
"RESPONSE TO EXPECTATION" SECTION	8.3333	44.2424	15.5	5.9090	3.5056	*
TOTAL SCORE OF THE ATTITUDE SCALE	43.5833	331.9015	66.0833	38.0833	4.0621	*

NOTE: Test site A utilized the traditional delivery system
Test site C utilized the alternative delivery system

Table 5 represents a comparison between test site A and test site C on the Attitude Scale. In this comparison, there was a significant difference in all areas except the "Response to Content" section of the scale. The "t" test results in the "response to method" section indicates again that there was a somewhat more positive response to the traditional method than there was to the alternative method. The same can be said for the "Response to Expectation" and the "Total Score" section.

Conclusions

Based on the results of the testing, it is possible to conclude that the alternative delivery system which has been designed by Colorado State University and the University of Northern Colorado, Departments of Vocational Education, is an effective alternative delivery system. The students at the experimental sites showed a significantly greater gain in scores on the post-tests than did the students in the control group. Based on these facts, the conclusion can be drawn that the alternative delivery system is actually more effective than is the traditional delivery system. The attitude scale results indicate that the alternative delivery system was actually favored by students at one of the experimental sites.

Recommendations

Based on the results of the study the following recommendations are offered:

1) that a facilitator's handbook be developed to further aid facilitators in understanding their role in the alternative delivery system
2) that the balance of the modules be tested
3) that all modules be reviewed and necessary revisions be made
4) that the videotapes be reviewed and perhaps redone in some areas
5) that other in-service vocational teacher education utilize the alternative system which has been developed as a result of this project

APPENDIX A

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APPENDIX B

Course Outline For

COORDINATING TECHNIQUES OF COOPERATIVE PROGRAMS

Session	
1	Developing Program Policy
2	Recruiting and Selecting Students
3	Training Station Development
4	Training Station Development
5	Student Placement
6	Sponsor Development
7	Training Plans
8	Visitations and Evaluation
9	Related Instruction and Youth Organizations
10	Public Relations in Cooperative Education

Session No. 1

ORIENTATION AND REGISTRATION

and

DEVELOPING PROGRAM POLICY

Objectives:

1. To identify essential elements of a cooperative program
2. To identify types of cooperative programs
3. To distinguish the cooperative method from other types of school programs which use "work" as a part of their programs
4. To identify terminology used in the cooperative method of instruction

Session No. 1 (continued)

- A. Developing program policy
  - 1. Length of program
    - a. 1 year (all coop)
    - b. 2 years (last year coop)
    - c. 3 years (last two years coop)
  - 2. Number of credits
  - 3. Reporting system
    - a. Required and/or necessary forms
  - 4. Release time
    - a. Teacher-coordinator-coordination time-extended contracts
    - b. Students
  - 5. Reimbursement
    - a. Travel
    - b. Club expenses
  - 6. Advisory committee function
    - a. Public relations
    - b. Student selection
    - c. Training station development
    - d. Surveys
  - 7. Scheduling with counselor
    - a. Student conflicts
    - b. Screening students
  - 8. Coordination ethics
    - a. Program ethics
    - b. Multi-coordinating

Session No. 2

RECRUITING AND SELECTING STUDENTS

Objectives:

1. To identify the various methods available for recruitment of students
2. To explain the procedures used in the various recruitment methods
3. To identify the criteria used in selecting students
4. To identify and explain procedures utilized in selecting students for cooperative programs

Session No. 2 (Continued)

A. Recruiting and selecting students

1. Methods of recruitment
   - a. Phamlets
   - b. Assemblies
   - c. Other general classes (i.e. - English)
   - d. Feeder programs
   - e. Bulletin boards
   - f. Business community
   - g. Counselors
   - h. Other teachers
2. Selection Criteria
   - a. Grades
   - b. Interest
   - c. Aptitude
   - e. Attendance
   - f. Transportation
   - g. Class standing
   - h. Health
   - i. Activities
   - j. Staff (other teachers, counselors) evaluation
3. Selection process
   - a. Forms
   - b. Student records (cum. folders)
   - c. Interview
     - 1. Determining student needs
     - 2. Determining student objectives
   - d. Parent visitation

Session No. 2 (Continued)

4. Problem areas
    a. Bright students
    b. Slow students
    c. Grooming
5. Special considerations
    a. Race
    b. Religion
    c. Other

Session No. 3 & 4

TRAINING STATION DEVELOPMENT

Objectives:

1. To define what a training station is
2. To identify techniques used in the identification of training stations
3. To identify qualities which are desirable in training stations

Session No. 3 & 4 (Continued)

1. What is a training station?
    a. Adequate physical facilities
    b. Adequate equipment
    c. Reputation of business
    d. Willingness of management to cooperate with program (provide training — not just a "job")
    e. Willingness of employees to cooperate with program
    f. Reputation of business
        1. Employer - management
        2. Employees
2. Locating training stations
    a. Surveys
    b. Chamber of Commerce
    c. Civic organizations
    d. Advisory committees
3. Contacting training stations
    a. Letter of introduction
        1. Signed by administrators
    b. Calling for an appointment
    c. What to take with you (packet)
        1. Booklet explaining the program
        2. Sample of training agreement
        3. Sample of training plan
        4. Sample of evaluation
        5. Sample of student introduction
        6. Your business card
        7. List of advisory committee members

Session No. 3 & 4 (Continued)

4. Legal considerations
    - a. Hazardous occupations
    - b. Minimum wages
    - c. Work permits -- proof of age certificate
    - d. Workmen's compensation — school insurance
    - e. Unemployment compensation
    - f. Hours of employment

Session No. 5

STUDENT PLACEMENT

Objectives:

1. To identify methods of placing students in the correct business
2. To determine procedure of placing students

Session No. 5 (Continued)

A. Student placement
    1. Matching the training station and the student
    2. Preparing the student
        a. Completion of application forms
        b. Resumes
        c. Introduction cards -- student folders
        d. Interview techniques
        e. Grooming
        f. Dress
    3. The training agreement
        a. Essential elements
        b. The importance of a trial period
        c. Including the parents

Session No. 6

SPONSOR DEVELOPMENT

Objectives:

1. To identify methods of sponsor development
2. To explain the importance of sponsors understanding the program
3. To determine the responsibilities of all parties in training

Revision of SPONSOR DEVELOPMENT

1. Sponsor conference
    a. Individual
    b. Group
    c. Appropriate time
2. Program information
    a. Sponsor role
    b. Student role
    c. Teacher-coordinator role
    d. Parent's role
    e. The school's role
3. The sponsor as an educator
    a. Student orientation
    b. Student training and instruction
    c. Developing and utilizing training plans
    d. Progress and evaluation
4. Sponsor development as an ongoing process
5. Sponsor recognition

Session No. 7

TRAINING PLANS

Objectives:

1. To explain the purposes of the training plan
2. To identify the necessary components of a training plan
3. To develop an effect method of preparing training plans
4. To identify various types of training plans

Session No. 7 (Continued)

1. What is a training plan (what it does and how it works)
2. Ingredients of a training plan
    a. What will the student learn
    b. When will the student learn
    c. Where will the student learn
3. Working with the student in developing the plan
    a. Career objectives
    b. Skills, attitudes, and knowledge needed
    c. What the student already possesses
4. Working with the sponsor in developing the plan
    a. What the student needs: skills, attitudes, knowledge
    b. What the business can provide
    c. When and how will the student learn
5. Bringing the student and the sponsor together in formulating the plan
    a. Have the student discuss the plan with the sponsor
    b. Meeting with the student and the sponsor
6. Types of training plans
    a. Outline
    b. Checklist
    c. MBO

Session No. 8

VISITATIONS AND EVALUATION

Objectives:

1. To identify the activities of a coordination during visitations
2. To describe the various type of evaluation instruments used in cooperative education
3. To explain the various methods of conducting evaluations

Session No. 8 (Continued)

- A. Scheduling appointments
- B. What to do on visitations
    - 1. Review training plans
    - 2. Determine student progress
    - 3. Observe student working
    - 4. Discuss problems
        - a. With sponsor
        - b. With owner/manager (if appropriate)
        - c. With other employees (if appropriate)
    - 5. Determine related group or individual instruction needed
    - 6. Plan field trips
    - 7. Plan guest speakers
    - 8. Secure material for instruction
    - 9. Discuss student's future
        - a. Advancement
        - b. Wage increases
    - 10. Observe business
        - a. Physical conditions
        - b. Attitudes of other employees
    - 11. Evaluation of student progress
- C. Follow-up visitation with a student conference at school
- D. Evaluating the student's performance and progress
    - 1. Use of training plan as a basis for evaluation
    - 2. Evaluation of general employment attitudes and characteristics
- E. Methods of conducting evaluations
    - 1. How often
    - 2. Student self-evaluation

Session No. 8 (Continued)

E. Methods of conducting evaluations (continued)

   3. Delivering the evaluation instrument

   4. Joint conferences

   5. Grading evaluations

F. Type of evaluation instruments

   1. One time

   2. Cumulative

G. Discussing evaluation with students

Session No. 9

RELATED INSTRUCTION

and

YOUTH ORGANIZATIONS

Objectives:

1. To identify the various types of related instruction in a cooperative program
2. To explain methods of determining instructional needs of students
3. To explain the role of youth organizations in the instructional program

Session No. 9 (Continued)

A. Types of related instruction
    1. General
    2. Specific
        a. Group
        b. Individual
B. Planning related instruction
    1. Physical facilities
        a. Classroom
        b. Office
        c. Library
        d. Conference or seminar room
    2. Materials
        a. Printed
            1. Books
            2. Magazines
            3. Programmed
            4. Etc.

        b. Slides
        c. Tapes
        d. Video
        e. Community resources
    3. Projects
        a. In the school
        b. In the community
        c. Coordinating with youth organization activities
    4. Special considerations in filing system
    5. Planning time, sequence and scope

C. The youth organization and instruction

Session No. 10

PUBLIC RELATIONS IN COOPERATIVE EDUCATION

Objectives:

1. To cite the importance of a well planned program of public relations
2. To identify the elements of a public relations program
3. To provide information to allow for the development of a public relations program

Session No. 10 (Continued)

1. Why a public relations program
2. In school coordination as an element of public relations
    a. Reports to administration
    b. Working with "academic" teachers
    c. Working with counselors
    d. Attendance at staff meetings
    e. Attendance
    f. Coordinating program activities with school calendars
3. Keeping parents informed
4. Belonging to and participating in community organizations
5. Working with local media
    a. Newspapers
    b. Radio Stations
    c. Television stations
6. Involving the advisory committee in your public relations program
    a. Mailings
    b. Surveys
    c. Program promotions
    d. Civic Organizations
7. Program "scrapbooks" or "year book"
    a. Articles
    b. Pictures of activities
    c. Invitations
    d. Projects

Session No. 10 (Continued)

8. The importance of being ready to answer concerns and complaints

   a. Program is too expensive

   b. Coordinator not teaching full load

   c. Program is employment agency

   d. Selection of students

   e. Others

APPENDIX C

Modules which were identified as being best understood with the use of videotapes:

Module 4	Student Selection - Tape with two segments
Module 6	Developing Training Stations
Module 8	Placing Students
Module 9	Sponsor Development
Module 10	Training Plans
Module 12	Conducting Visitations

Videotaping Schedule for June 5 and 6

THURSDAY

Time		Location
8:00	Training Plans	Teacher's Lounge Area
10:00	Training Station Development	Receptionist and Administrative Office Area
1:00	Sponsor Development	Teacher's Lounge Area

FRIDAY

Time		Location
8:00	Evaluation	Health Occupations Area
1:00	Student Screening	Health Occupations Area

STUDENT SCREENING

Tape 1 -- Student Interview -- Good Student

Setting -- School Office

Teacher desk and side chair, normal desk top items

Personnel -- Teacher-Coordinator -- Georgeann Kahler
Home Economics
Loveland High School
Loveland, Colorado

Student --
Loveland High School
Loveland, Colorado

Tape #1 is to be the teacher-coordinator conducting a screening interview with a student who has made an appointment. The purpose of the interview is to help the coordinator gain information about the student in terms of maturity, voice, appearance, goals, etc. (Note: This is to be an interview with a "good" student, well groomed, etc.)

Special materials needed:

- * Application Blank (2)
  (One of which the student has completed prior to the interview)
- * School Records (from counselor's office) (2)
  Grades, attendance, etc. (One of which is to be "dummied" for student in interview -- one blank for use in module)
- * Teacher Recommendations (4)
  3 completed for student
  1 blank for module
- * Interview Form
  1 to be completed during interview (2)
  1 blank for module

Sequence - Open

Teacher-coordinator is sitting at desk reviewing the student's already completed application, talking out loud to self (for benefit of viewers). Student knocks - enters - interview follows:

Normal Interview

- Attendance
- Teacher Recommendations
  - (At least one from feeder class)
- Career Goal
- Previous Work
- Currently Working
  - (Student will be, but not in a suitable station -- must be willing to quit)
- Transportation
- Parent Feelings
- Teacher-Coordinator explains program briefly
  - Includes:
    - Class
    - On-the-job training
    - Student organization
- Student given opportunity to ask questions about program
- Present credit situation
- Type of job placement desired
  - (This student has specific idea)
- Willing to be placed for summer

Wrap up

When student will be notified

Cameras

Pick up parties as they are talking -- "come in" on papers as they are used in the interview.

STUDENT SCREENING

Tape 2 -- Student Interview -- Poor Student

Setting -- School Office -- same as tape #1

Personnel -- Teacher-Coordinator -- Georgeann Kahler
Home Economics
Loveland High School
Loveland, Colorado

Student --
Loveland High School
Loveland, Colorado

Tape #2 is to be the same as #1 except that the type of student changes -- this time the student is to be a "poor" student -- "yes" and "no" answers, offers little information, not too well dressed, etc.

Special Materials Needed:

Same as for Tape #1

Sequence

Same as for Tape #1

Cameras

Same as for Tape #1

TRAINING STATION DEVELOPMENT

Tape #1 -- Initial Contact

Setting -- Business Office with Receptionist
Receptionist station, desk, and side chair

Personnel -- Jeni Forbes
Business and Office Teacher-Coordinator
Poudre High School
Fort Collins, Colorado

Randy Brillhart -- Personnel Director
United Bank of Fort Collins
Fort Collins, Colorado

Tape #1 is to be the teacher-coordinator arriving at the training station for an appointment. This is the first call the teacher-coordinator has made at this station.

Special materials needed:

* Teacher-coordinator business card	(2)
* Packet	(2)

Sequence - Open

Teacher-coordinator arriving at business.
Hands card to receptionist.

Receptionist shows her to office.

Introduction

Teacher-coordinator refers to letter and starts on program explanation

(Program explanation includes use of materials in packet.)

After explanation, employer agrees to interview students.

Teacher-coordinator discusses 2 or 3 students with employer

Employer sets up interview schedule

Camera

Same as other series

TRAINING STATION DEVELOPMENT

Tape #2 -- Placing Students

Setting -- Same as Tape #1

Personnel -- Jeni Forbes
Business and Office Teacher-Coordinator
Poudre High School
Fort Collins, Colorado

Bob Sheritt -- Computer Services Manager
United Bank of Fort Collins
Fort Collins, Colorado 80521

Special Materials Needed

* Training Agreement	(2)
* Training Outline	(2)
* Evaluation forms (2 types)	(2)

Sequence

Teacher-coordinator returns to personnel office and goes through receptionist (has appointment)

Employer calls in the training sponsor and excuses himself

Review of program with training sponsor

Goes over training agreement

Goes over training outline (go through duties)

Goes over evaluation forms

Wrap up with leaving to see facility

Camera

Same as other series

SPONSOR DEVELOPMENT

(1 tape only)

Teacher-Coordinator and 5 Training Sponsors

Setting -- Seminar Room with round table for 7 people

Personnel -- Teacher-Coordinator -- May Howell
Distributive Education
Teacher-Coordinator
Denver Public Schools
Denver, Colorado

Training Sponsor -- (1) Karen Kiel -- K-Mart
(2)
(3)
(4)
(5)
(6) Dummy Name and Company

The tape is to be the teacher-coordinator working with a small group of training sponsors to help them understand their role in the cooperative program. The meeting is taking place in a seminar room at school.

Special Materials Needed:

- * Name plates (name and business)
- * Coffee
- * Hook and Loop Board (May will supply)

Sequence - Open

Individuals are standing or sitting in room visiting with one another.

Teacher-coordinator starts meeting and asks each person to introduce themselves.

Comments by teacher-coordinator reviewing purpose of meeting.

Teacher-coordinator then uses question technique to accomplish purpose of meeting.

Teacher-coordinator uses hook and loop to help explain program.

Teacher-coordinator discusses student responsibilities

Teacher-coordinator discusses training sponsor responsibilities

Teacher-coordinator discusses teacher-coordinator responsibilities

Teacher-coordinator discusses visitations

Teacher-coordinator discusses evaluation

Teacher-coordinator discusses grading

Wrap up by Teacher-Coordinator

Camera

Same as other series

TRAINING PLANS

Tape #1 -- Teacher-Coordinator and Training Sponsor

Setting - Business Office

Desk and side chair (normal desk top items)

Personnel -- Teacher-Coordinators

Franci Phillips Phillips and Associates Longmont, Colorado	Mrs. Jody Cash Office Education Teacher-Coordinator St. Vrain Valley Career Development Center Longmont, Colorado

Tape #1 is to be the teacher-coordinator calling on the training sponsor at the training station. The teacher-coordinator has left a training plan with the training sponsor and asked her to complete the "on-job" portion of the plan. The teacher-coordinator will be reviewing the form as completed by the training sponsor with the training sponsor.

Special materials needed:

* Training plan -- blank	(2)
* Training plan -- completed by training sponsor	(2)

Sequence - Open

Training sponsor is sitting at desk working on papers. There is a knock and the teacher-coordinator enters.

The two exchange greetings and the teacher-coordinator leads into the purpose of the appointment.

The two review the training plan with the teacher-coordinator taking the lead and asking specific questions.

When they are finished reviewing the plan, the teacher-coordinator reminds the training sponsor that she will be going over the plan with the student and will then want to have a joint meeting to go over the plan and finalize it.

Ends with the teacher-coordinator making appointment for the joint meeting.

Camera

Same as other series.

TRAINING PLANS

Tape #2 -- Teacher-Coordinator and Student

Setting -- School Office

Desk and side chair, normal desk top items

Personnel -- Teacher-coordinator -- Mrs. Jody Cash
Office Education Teacher-Coordinator
St. Vrain Valley Career Development Center
Longmont, Colorado

Tape #2 is to be the teacher-coordinator with the student. The student has been given a blank copy of the training plan and asked to complete the "in-school" portion. During this tape, the teacher-coordinator and student will be reviewing what the student has completed.

Special materials needed:

* Training plan -- blank	(2)
* Training plan -- completed by student	(2)

Sequence

Teacher-coordinator is sitting at desk working. Student knocks and enters. Discussion concerning "in-school" portion of training plan follows.

After review is completed, the teacher-coordinator comments that she will condense the plan with the one which has been done by the training sponsor and will then review the final with the two of them (student and training sponsor) and informs student of appointment time and date.

Camera

Same as other series

TRAINING PLANS

Tape #3 -- Teacher-Coordinator, Training Sponsor and Student

Setting - Business Office

Desk and two (2) side chairs (normal desk top items)

Personnel -- Teacher-Coordinator -- Mrs. Jody Cash
Office Education, Teacher-Coordinator
St. Vrain Valley Career Development Center
Longmont, Colorado

Training Sponsor -- Franci Phillips
(Same as tape #1)

Student -- Diane Counsil
(Same as tape #2)

Tape #3 is to be the teacher-coordinator, training sponsor, and student in the training sponsor's office. Conference to review finalized training plan and determine that all parties agree to the final plan and accept their various responsibilities.

Special materials needed:

* Finalized training plan (4)

Sequence - Open

Training sponsor is at desk working on papers. There is a knock and the teacher-coordinator enters. Exchange of greetings and then the teacher-coordinator leads into purpose of visitation. The training sponsor calls student in from adjoining office. All parties jointly go through the training plan and discuss details. The teacher-coordinator wraps up the session by thanking the training sponsor and setting appointment for next visitation.

Camera

Same as other series

VISITATIONS

Tape 1 -- Reviewing A Training Plan

Setting -- Medical Office

Desk and side chair (normal desk top items including file folders)

Personnel -- Training Sponsor	--	Glenna B. Eddy, R.M., B.S. Independent Nurse Practitioner
Teacher-Coordinator	--	Carol Manning Teacher-Coordinator Health Occupations St. Vrain Valley Career Development Center Longmont, Colorado

Tape #1 is to be the teacher-coordinator making a visitation to a training station during the first quarter of the school year for the purpose of reviewing, with the training sponsor, the progress of the student in comparison to the training plan. (Note: This is to be a normal call where the student's progress is the only issue which will be dealt with.)

Special materials needed:

* Copy of student's training plan	(3)
* Coordinator's call report	(3)
* Evaluation form	(3)

Sequence - Open

Training sponsor sitting at desk working on papers

Knock -- teacher-coordinator arrives

Brief conversation -- coordinator states why she is there and leads into review of training plan using copy which she has brought along.

Actual Review of Plan -- Teacher-coordinator makes notes of call report.

Ending -- Teacher-coordinator suggests areas where the training sponsor might work with student to help and review areas which she will work with the student in class.

Wrap up -- Coordinator makes appointment for next call (2 weeks) which will be evaluation and leaves a copy of evaluation form and leaves.

Cameras -- Pick up parties as they are talking. When specific reference is made to an item on the training plan, camera to "come in" on the training plan.

VISITATIONS

Tape 2 -- Evaluation of Student

Setting -- Same as Visitations, Tape 1

Personnel -- Same as Visitations, Tape 1

Tape 2 is to be the teacher-coordinator returning for the appointment made in Tape 1. This is to be the first evaluation of the year and will utilize an evaluation form which is independent of the training plan. The evaluation will be completed during the call.

Special materials needed:

* Evaluation form	(3)
* Coordinator's call report	(3)

Sequence:

Open -- Teacher-coordinator waiting in office -- training sponsor comes in -- has been with patient and student.

After normal greetings, etc., the teacher-coordinator takes out a blank evaluation form and starts the process of completing the evaluation by stating why the evaluation contains the items it does (need for the traits in the medical field).

During the evaluation the training sponsor brings out a problem which has developed with the student. The teacher-coordinator then works with the sponsor to develop a plan to help the student overcome the problem. When the solution is found, the teacher-coordinator makes notations on the evaluation as well as the call report form.

When all items on the form have been covered, the teacher-coordinator thanks the training sponsor and points out that she will go over the evaluation with the student at school and reminds the training sponsor that this is one of the real values of the cooperative program.

Wrap up

Teacher-coordinator makes appointment, thanks training sponsor again and leaves.

Cameras

Pick up parties as they talk and "come in" on forms as they are referred to.

APPENDIX D

MODULE ONE

NAME ______________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Differentiate between a cooperative vocational education program and other school programs which place students in work situations.

2. Why is it essential for a teacher-coordinator to have an office, a telephone, release time and an extended contract?

3. Compare the effectiveness of a cooperative program with 20 students versus one with 40 students.

4. A related class and on-the-job training are two major elements in a cooperative vocational education program. How do they complement each other?

5. Explain why the service area cooperative vocational education programs are not able to serve disadvantaged students.

MODULE TWO

NAME________________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain the functions which an advisory committee of a cooperative vocational education program has which an advisory committee to a non-cooperative vocational program does not have.

2. Compare the role of a teacher-coordinator of a cooperative vocational education program in dealing with community personnel with that of a "regular teacher".

3. Explain why a teacher-coordinator of a cooperative vocational education program should have a solid working relationship with other teachers, counselors and administrators.

4. Why should various service area teacher-coordinators meet periodically and exchange information on training situations?

MODULE THREE

NAME________________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Why is it advisable to use several types or forms of recruitment for a cooperative vocational education program?

2. Explain the importance of careful planning in a recruitment program.

3. Why is planning and presenting an effective recruitment presentation important to the success of the cooperative vocational education program?

4. Why would students who are currently enrolled in a cooperative vocational education program be one of the best sources to use in a recruitment program?

MODULE FOUR

NAME______________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain the necessity of the "two-way" effort in enrolling students in the cooperative vocational education program.

2. What purpose is being served by the gathering and interpreting of data about students' occupational needs and interests?

3. How can the guidance staff be of assistance to the students and teacher-coordinator?

4. What general types of information should the teacher-coordinator have on file for use by students and, to be effective, how should this information be used?

5. Why is it necessary to file the collected data in the student's cumulative record?

MODULE FIVE

NAME________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain why a business which has new facilities and equipment would not automatically qualify as a training station.

2. Explain why the attitude of a firm's employees is an important consideration in selecting a firm as a training station.

3. Compare a training station which is willing to work with a training plan with one which is not in terms of benefits to the student.

4. What is the purpose of conducting a community survey on an average of every three years?

5. Explain how civic organizations, advisory committees and the local chamber of commerce are helpful in locating training stations.

MODULE SIX

NAME ________________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. What is the purpose or importance of developing a packet to leave with a prospective training station?

2. Explain the proper procedure to use in developing a training station.

3. Explain how your advisory committee can help in the development of training stations.

4. Compare the effectiveness of "dropping in" versus a more planned approach in developing training stations.

5. Why should a student's career objectives serve as the basis for developing training stations?

MODULE SEVEN

NAME____________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain how students in a cooperative vocational education program can be placed in a situation where they will be receiving some of their training in what is legally a hazardous occupation even though they are less than 18 years of age.

2. What provisions are available for placing a student for less than the minimum age?

3. Explain why a student in a cooperative vocational educational program is not eligible for unemployment compensation.

4. What are the guidelines on hours of the day that high school age students in a cooperative vocational education program may be employed?

5. What is the policy if federal and state labor regulations differ on a given area?

MODULE EIGHT

NAME________________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by your can be matched.

1. Explain why it is important to have students actually interview for a placement rather than having you as the teacher-coordinator assign them to training stations.

2. Compare placement procedures for a student who enters your program with a job and one who enters your program without a job.

3. Why should all cooperative vocational education programs include a unit on job application and interview prior to actual student placement?

4. Explain the essential elements of a training agreement and why each is important.

5. Explain the importance of including parents or guardians in the training agreement.

STUDENT'S RESPONSE TO THE ALTERNATIVE DELIVERY SYSTEM

NAME________________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

NOTE: Please refere to the modules in responding to these statements.

1. Compare the method of instruction used in this class (the use of modules taught by a facilitator) to the traditional method of instruction (professor-lecture). What are the strong and weak points of the method used in this course.

2. The Overview of each activity provided directions for that portion of the module. Please discuss any segments of the Overview which were difficult to understand.

3. Was there any segment of the format of the modules that caused you difficulty? Please indicate specific segments where revision is needed.

4. Do you feel the media reinforced the concepts presented in the modules? Please indicate specific media which you felt was inappropriate and why.

5. Were the objectives for each module clear? Please indicate those which were not.

6. Do you feel the activities in the modules helped you meet the objectives? Please indicate those which did not.

7. What is your reaction to the course being taught in this manner?

FACILITATOR'S RESPONSE TO THE ALTERNATIVE DELIVERY SYSTEM

NAME________________________________

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance. The only reason your name is requested is so the instruments completed by you can be matched.

NOTE: Please refer to the modules in responding to these statements.

1. Compare the method of instruction used in this class (the use of modules taught by a facilitator) to the traditional method of instruction (professor-lecture). What are the strong and weak points of the method used in this course.

2. The Overview of each activity provided directions for that portion of the module. Please discuss any segments of the Overview which were difficult to understand.

3. Was there any segment of the format of the modules that caused you difficulty? Please indicate specific segments where revision is needed.

4. Do you feel the media reinforced the concepts presented in the modules? Please indicate specific media which you felt was inappropriate and why.

5. Were the objectives for each module clear? Please indicate those which were not.

6. Do you feel the activities in the modules helped you meet the objectives? Please indicate those which did not.

7. What is your reaction to the course being taught in this manner?

8. Do you feel you understood your role as a facilitator?

ATTITUDE SCALE

This scale has been prepared so that you can indicate how you feel about this course. PLEASE RESPOND TO EVERY ITEM. In each case, draw a circle around the letter which represents your own reaction as follows:

SA	if you strongly agree with the statement
A	if you agree but not strongly so
N	if you are neutral or undecided
D	if you disagree but not strongly so
SD	if you strongly disagree with the statement

Remember, the only correct answer is the one which actually represents how you feel about this class.

1. I like the method used in teaching this course . . . . . SA A N D SD
2. My attitude toward this course is less favorable than it was . . . . . SA A N D SD
3. There is not enough contact between teacher and students in this course . . . . . SA A N D SD
4. Too much emphasis has been placed on topics that are unimportant . . . . . SA A N D SD
5. I can see no advantage of this method of teaching over other methods . . . . . SA A N D SD
6. This course exceeds my highest expectations . . . . . SA A N D SD
7. I have neutral feelings toward the subject matter of this course . . . . . SA A N D SD
8. The presentation of this course is paced too fast . . . SA A N D SD
9. I am disappointed with this course . . . . . SA A N D SD
10. I find it easy to study this subject because I am really enthusiastic about it . . . . . SA A N D SD
11. I am forced by the method in this course to spend too much time on material I already know . . . . . SA A N D SD
12. Teachers of all courses should employ the method used to teach this course . . . . . SA A N D SD
13. Students do not participate enough in this course . . . SA A N D SD
14. I remember the material in this course because of the method used to present it . . . . . SA A N D SD
15. I did not think I would learn as much in this course as I have . . . . . SA A N D SD
16. The teaching method used in this course doesn't give me enough freedom . . . . . SA A N D SD
17. The method of instruction used in this course could be improved greatly . . . . . SA A N D SD
18. The topics presented in this course are well organized . . . . . SA A N D SD
19. This course has not fulfilled the hopes I had for it . . SA A N D SD
20. I have not had a chance to review when I wanted to in this course . . . . . SA A N D SD
21. The subject matter of this course is interesting . . . . SA A N D SD

APPENDIX E

COORDINATING TECHNIQUES

MODULE 1

DEVELOPING PROGRAM POLICY

Donald L. Richardson
Project Director
Department of Vocational Education
Colorado State University

Charles R. Beall
Project Coordinator
School of Business
University of Northern Colorado

In Cooperation with
Colorado State Board for Community Colleges
and Occupational Education

Under a Grant from
The Department of Health, Education, and Welfare
Office of Education
Washington, D.C.

Grant Number OEG-0-74-1650

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Colorado State University

INTRODUCTION

By its very nature, cooperative vocational education has many characteristics which are unique in the field of education. If the cooperative vocational education program is to function properly and to serve the needs of its students, as well as those of business and industry, the program(s) must have a set of guidelines and/or policies under which it can effectively operate in order to achieve the objectives of cooperative vocational education.

This module is intended to introduce you to cooperative vocational education and to help you identify guidelines and/or policies which are needed for cooperative vocational education programs.

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HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module is:

> Upon completion of this module, you will be able to determine the basic guidelines and/or policies necessary to operate a cooperative vocational education program.

The following objectives will help you to achieve this goal:

> In order to determine basic guidelines and/or policies for a cooperative vocational education program you must:
>
> a. Distinguish cooperative vocational education programs from other types of school programs which use *work* as a part of their programs.
>
> b. Identify with administrators the essential elements of a cooperative vocational education program.
>
> c. Identify terminology used in a cooperative vocational education program.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCE MATERIALS

There are no outside resources required for this module.

REFERENCES

Current Colorado State Plan for Vocational Education.

Mason, Ralph E. and Haines, Peter L. Cooperative Occupational Education and Work Experience in the Curriculum, Second Edition. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

ACTIVITY 1

OVERVIEW OF ACTIVITY 1

Objective: After completing the required reading, demonstrate your understanding of cooperative vocational education programs by comparing them to other school programs which use *work* as a part of their programs.

Activity: You will be reading *School Programs Using Work*, p. 5.

Activity: Under the direction of your facilitator, discuss with your peers the various school programs using work.

Feedback: Your facilitator will provide you with feedback concerning your understanding of the various school programs using work.

SCHOOL PROGRAMS USING WORK

Components or Characteristics	Cooperative Education	Work-Study	Work Experience
1. Established Career Objective by Student	Yes, primary objective is entry employment training toward career	Sometimes, yes, established in some vocational field. Program objective is usually earning power and motivation for student	No, but sometimes has general education value
2. Classroom Instruction Related to the Career Objective	Yes	Not necessarily	No
3. Established Training Station and Close Supervision by School	Yes	Not usually	No
4. On-the-Job Training Plan	Yes	No	No
5. Paid Employment	Yes, usually by profit-making business	Yes, (in some plans through government subsidy)	Not necessarily
6. An Advisory Committee Used	Yes	No	No
7. Vocational Student Organizations Correlated with Instruction	Yes	No	No
8. Certified Teacher-Coordinator in Occupational Field	Yes	No	No
9. Planned Home Visitations	Yes	No	No

ACTIVITY 2

OVERVIEW OF ACTIVITY 2

Objective: After completing the required reading, demonstrate your understanding of basic guidelines and/or policies necessary to operate a cooperative vocational education program.

Activity: You will be reading *Cooperative Vocational Education*, p. 8.

Optional Activity: Your facilitator may wish to show you a film on cooperative vocational education. After showing the film, the facilitator may have you discuss cooperative vocational education with your peers.

Activity: After completing the required reading, complete the *self-check*, p. 22.

Feedback: You will be evaluating yourself by comparing your completed *self-check* with the *model answers*, p. 23.

COOPERATIVE VOCATIONAL EDUCATION

The cooperative vocational education program reflects the mutual agreement which exists between the school and the business community for the preparation of students for useful occupations. In this program the students not only receive their general education, attend the same school as those on the general or college preparatory curriculum, but also have the opportunity of participating in supervised on-the-job experiences in their junior and/or senior year.

The cooperative vocational education program contributes not only to vocational competency, but gives the student an opportunity to work with others, to gain an understanding of the business economy, to meet and manage real-life situations, to develop self-discipline and self-control, and to make intelligent occupational choices in preparing for a career.

At all times, stress must be placed on the work being done by a student as the means rather than an end in itself. Cooperative vocational education should be aimed at preparing specific-skilled students and in educating youth for adaptability and understanding in our ever-changing society. These programs should also be concerned with the development of competent workers--workers who are citizens with full democratic values, with purposes and goals in life, and with vocations that fulfill their needs and serve the needs of society.

OBJECTIVES OF COOPERATIVE VOCATIONAL EDUCATION

1. To develop skills and knowledge necessary to prepare the student for the world of work.
2. To develop in each student desirable work habits and attitudes with respect to safety precautions and health.
3. To develop an awareness of the responsibility to the customer's welfare and best interest.
4. To develop an awareness of the responsibility to the employer's welfare and best interest.
5. To develop the ability to obtain and hold a job in a responsible manner through an understanding of relationships with fellow workers and relationships to the public.
6. To develop a knowledge of the tools and materials related to the individual's trade and the application of this knowledge to the trade.
7. To develop a creativeness toward work which will benefit the student in the chosen vocation.
8. To develop in students an attitude of pride of accomplishment and an awareness of social and economic obligations in personal and community responsibilities in order to help them conduct themselves in accordance with established standards of society.

Cooperative education has become an *umbrella* term used by many different programs to accomplish many different things. This dictates that in order to communicate effectively with all of the people involved in cooperative education, you must first of all be aware of the fact that there are many programs which use the term cooperative vocational education. Not all of these programs are truly cooperative vocational education programs.

First, let's define what is meant by cooperative education. The 1968 Amendments to the Vocational Education Act of 1963 defines cooperative vocational education as follows:

> *Sec 175. . . .a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences, must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program.**

In order to be a *service area* cooperative vocational education program, the program must meet all of the following criteria:

1. Students have an established career objective
2. Classroom instruction is related to students' career objective
3. Established training station with close supervision by the school
4. On-the-job training following a plan
5. An intra-curricula vocational student organization
6. Teacher-coordinator certified in the program's occupational field
7. An Advisory Committee is used with the program

There are two other educational plans which use work environments, vocational work-study, and work experience. Work-study has as its sole objective providing financial assistance to students in order for them to remain full-time students. Their work must be performed in a public, nonprofit agency. Work experience programs are designed for students who have special needs. These special needs may be one or more of a variety (e.g., potential dropouts; socio, economic, learning disabilities, etc.).

---

*There is an inconsistency in the terminology of the Act in Part G which is titled *Cooperative Vocational Education Programs* and the definition in Section 175 which refers to *cooperative work-study programs*. It was decided by the task forces of the National Conference on Cooperative Vocational Education, conducted by the University of Minnesota under contract with the U.S. Office of Education in Minneapolis on February 26-28, 1969, that the term *cooperative work-study* should be dropped and the term *cooperative vocational education* be used in order to avoid confusion between vocational instruction programs in Parts B and G of the Act and the work-study program treated in Part H.

This course *Coordinating Techniques of Cooperative Education* will deal only with what we have defined as *Cooperative Vocational Education*.

Most cooperative vocational education is established along traditional service areas (e.g., Business & Office, Distributive, Trade & Industrial, Agriculture, Home Economics-Wage Earning, Technical). In some communities, especially smaller ones, it may be necessary to operate combination programs which serve students in two or more of the service areas. In Colorado, these programs are called multi-occupational.

The program is supervised by a *teacher-coordinator* who works closely with the school administration and the program's Advisory Committee to develop the guidelines and policies for the cooperative vocational program. The role of the teacher-coordinator is to:

1. Plan publicity for the program
2. Work with students in determining their career objectives and whether or not these objectives could be met by the cooperative program
3. Contact local employers, evaluate their training potential, and persuade them to employ and train students
4. Place students on jobs on the basis of their career objectives
5. Work with the student and the training sponsor to plan the student's total vocational instructional program

6. Visit the student on-the-job to supervise student progress and to assist the training sponsor in training endeavors

7. Provide the in-school related instruction

8. Serve as an advisor to the vocational student organization

9. Evaluate the total program on a continuous basis

The program is designed to serve the *student-trainee*. The student-trainee is a person who needs and wants assistance in adjusting to the world of work and acquiring occupational training. The student-trainee is interested in a career in a specific occupational area, is willing to work and learn, and has the potential to profit from such training. This student's total educational program has four parts. (1) The student takes the general education courses necessary for graduation such as English or History. (2) The individual takes a cooperative, related-instruction class which includes general instruction (e.g., in skills such as applying for a job), small group occupational instruction for competency within an occupational area, and specific individualized instruction related to the individual's *own* on-the-job learning experiences and career objective. (3) The student is employed at a part-time job where there is the opportunity to participate in learning experiences which develop and refine the occupational competencies needed to achieve the personal career objective. (4) Finally, the student participates in the activities of a student organization.

The on-the-job training is provided at a *training station*. The training station is the firm, business, or industry which hires the student-trainee(s). Within this firm, there is a single individual who has agreed to be responsible for the student-trainee's experiences. This individual is called the *training sponsor or on-the-job instructor.*

BENEFITS OF COOPERATIVE EDUCATION

Students can:

- discover their true interests and abilities, test their aptitudes
- make occupational choices
- understand employment opportunities and responsibilities
- better understand and appreciate the world of work
- develop work habits and attitudes necessary for individual maturity and job competence
- develop and refine occupational competencies necessary to secure employment and advance in their chosen occupations
- acquire specialized occupational competencies which could not be acquired within the school environment
- see the relevance of in-school learning; understand meaning and purpose in the theoretical ideas presented in school
- be better motivated toward work in all school subjects
- see the relationship between school and work
- make an easier adjustment from the role of student to the role of employee
- earn while learning

School can:

- provide an enlarged learning facility via use of community resources
- provide broader instruction with these enlarged facilities; expanded curriculum
- evaluate its program against the actual skills needed for employment and actual employment trends
- decrease the dropout rate by better meeting students' career goals

- develop and maintain a better relationship with business and industry and the community
- become more responsive to the employment needs of the community
- provide more individualized instruction

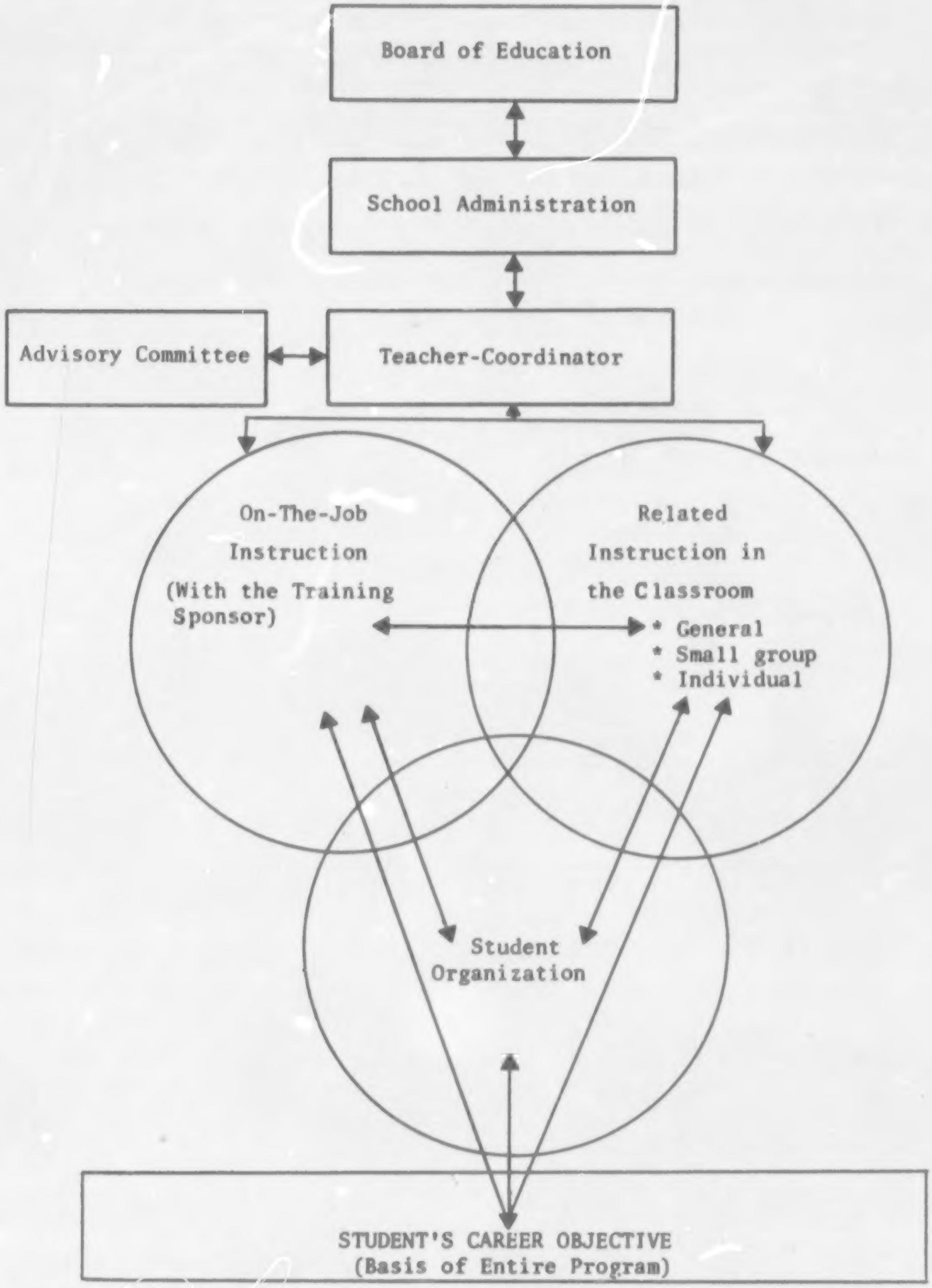
Employers can:

- train potential full-time employees in their own plants
- better insure that the in-school instruction meets their employment needs since they are more a part of the school program
- obtain better qualified part-time employees who are receptive to instruction, motivated, and interested
- get a more direct return from their school tax dollar
- get training assistance
- render an important public service

Community gains:

- young people capable of being more productive citizens
- young people trained for local labor market
- young people who have been introduced to local employment and thus may settle in the home community
- economic growth by having a ready source of trained workers
- better school-community relations
- a catalyst for promoting adult and evening classes
- a catalyst for developing a unified community training program

ORGANIZATION OF A COOPERATIVE VOCATIONAL EDUCATION PROGRAM


Board of Education
School Administration
Advisory Committee
Teacher-Coordinator
On-The-Job Instruction (With the Training Sponsor)
Related Instruction in the Classroom
* General
* Small group
* Individual
Student Organization
STUDENT'S CAREER OBJECTIVE
(Basis of Entire Program)

ESTABLISHING GUIDELINES & POLICIES FOR A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

By the very nature and intent of a cooperative vocational education program, it has need for the following special considerations.

RELEASE TIME

Release time allows the teacher-coordinators the time they need to actually do the coordination of the program. It should be mentioned here that coordination is a term used to describe *ALL* of the activities of a teacher-coordinator, not just the physical process of visiting a training station. A teacher-coordinator is generally assigned release time based on the formula of 1/2 hour per student, per week. If there are 20 students enrolled in the cooperative vocational education program, the teacher-coordinator would then have 10 hours per week or 2 hours (class periods) per day of release time. The balance of the teacher-coordinator's day would be used in teaching the related class plus any pre-cooperative (or prerequisite) classes that are offered in the school. The many facets of coordination will be dealt with on an individual basis in other modules.

EXTENDED CONTRACT

An extended contract for the teacher-coordinator in cooperative vocational education programs is necessary to allow the teacher-coordinator the time to help graduating students find full-time placement, develop placement positions for new co-op students, collect necessary data, and file all necessary reports with the local school as well as those required by the state.

FACILITY

In a cooperative vocational education program, it is necessary for the teacher-coordinator to have an office equipped with a telephone. There will be many times when the teacher-coordinator will want to hold individual conferences with students, parents, guidance personnel, administrators, and members of the business community. The telephone is also necessary to promote good communication with all of these parties.

Because of the great range of instructional activities (total class, small group, and individual) some consideration must also be given to the physical facility and its adaptability for these various types of instruction.

TRAVEL

In fulfilling the responsibilities of coordination, the teacher-coordinator must travel from school to the business community and back. Most teacher-coordinator contracts contain provisions which deal with reimbursement for such travel. The manner in which the actual reimbursement is treated will vary with the local school district but will generally be on the basis of so much per mile or on a flat dollar amount per month.

PROGRAM DESIGN

Another important consideration in program guidelines and/or policies should be the design (length) of the program. The most common designs are one and two year programs.

1. *One-year Program* -- consists of only one year and is for seniors only
2. *Two-year Program* -- the program is designed for students who are classified as either juniors or seniors

Both one and two year programs may also serve former dropouts who have reentered school to complete the requirements for a diploma.

The time requirements for cooperative programs should be as follows:

a. *On-the-job training:* approximately 15 hours per week

b. *Related class:* generally a minimum of one class period per day. Credits are generally awarded to the student on the basis of one unit of credit for the related class and one unit of credit for the on-the-job training. Students should be scheduled for a maximum of 40 hours school and employment per week.

It is recommended that students be scheduled for a maximum of 25 in-school hours per week or have the equivalent of not more than 5 hours of in-school instruction per day. The student may then be employed for up to 15 hours of on-the-job training per week.

STANDARDS FOR COOPERATIVE VOCATIONAL EDUCATION

As the concept of the cooperative vocational education program has passed through its successive stages of development, many devices and standards have been set up and used. Some have been weighed in the balance of experience and found wanting. Therefore, a successful cooperative program will adhere to the highest possible standards and also meet the requirements of applicable regulations.

Anytime that a teacher-coordinator is in doubt about the standards or requirements to be met and maintained, the person can turn to the following abstracts and policies of the cooperative vocational education program.

1. *Student-Trainee Enrollment*
   Student-trainees should be enrolled in this program with the approval of the teacher-coordinator on the basis of their ability to profit from the training. This selection is made after proper guidance and counseling by the teacher-coordinator and the school guidance counselor, utilizing the records of the school guidance counselor.

2. *Field of Training*
   Any occupation eligible for inclusion in the program for student-trainees should be one for which the preparation consists of organized in-school related instruction supplementing clearly defined work experience on-the-job as determined by the teacher-coordinator and the advisory committee.

3. *The Training Plan*
   A written training plan should be prepared for each student and should include a schedule of processes to be learned on-the-job; related instruction given in school.

4. *The Training Agreement*
   Wages and length of training period; type and degree of responsibilities of parties concerned; provision of school credit; hours of work; provision for job progression; probationary period; termination of agreement; and items that the teacher-coordinator, on-the-job trainer, and advisory committee deem necessary.

5. *Student Wages*
Care should be taken that student-trainees in such occupations receive at least the minimum wage fixed by federal or state law.

6. *The Advisory Committee*
The program of training should be conducted under the general guidance of a local advisory committee. These committees may be formed for the purpose of assisting the supervisors and teacher-coordinators in developing the schedules of processes, approving outlines of related instruction, and assisting in organizing the individual student's training plan for a particular occupation. Such a committee may be composed of members representative of related occupations.

7. *Hours of Work and Study*
All student-trainees should be required to spend 1/2 of the regular school day, which should be not less than 15 clock hours per week (preferably 3 consecutive clock hours per day) in organized work experiences on-the-job under the joint supervision of the school and the employer. In addition to the required time spent in acquiring job experience, each student-trainee should devote a regular school period each day to the study of technical and related subject matter on a correlated basis under a qualified teacher-coordinator.

8. *High School Credit*
The student-trainee should receive high school credit for satisfactory completion of the schedule of organized work experience (1 unit on-the-job training) and related instruction (1 unit as in-school elective) making high school graduation possible.

9. *Job Progression*
Provision should be made for the student-trainees to be transferred from one job process to another upon reaching the proficiency level required for a satisfactory performance in the occupation.

10. *Placement and Follow-up*
Consideration should be given to final placement and follow-up of the student's progress and in cases of occupations requiring more time for training than can be given during the period the student is enrolled in high school, arrangements for the completion of training through apprenticeship or evening classes should be worked out.

11. *Reports*
Reports should be forwarded as required by local, state, and federal regulations.

12. *Student Organization*
Provision should be made for the student-trainees to participate in the program's vocational student organization in order to further develop their occupational competency.

The 1972 Manpower Report of the President indicates the need for careful planning in Cooperative Vocational Education:

> *Although the advantages of cooperative education are widely recognized, enrollments in the program totaled less than 300,000 in 1970. Cooperative education has grown slowly because it requires special, time-consuming attention to each individual student by the teaching staff and because the concept must be sold to prospective employers over a period of time. The continuous increase in funding of vocational education and the Office of Education's recent emphasis on the cooperative education approach may provide the necessary impetus for expansion of this system of vocational training.*[1]

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[1] U.S. Department of Labor. Manpower Report of the President. Including a Report on Manpower Requirement, Resources, Utilization, and Training, transmitted to Congress March, 1972. Washington, D.C.: Government Printing Office, 1972, p. 93.

ACTIVITY 2

SELF-CHECK

1. Differentiate between a cooperative vocational education program and other school programs which place students in work situations.

2. Why is it essential for a teacher-coordinator to have an office, a telephone, release time and an extended contract?

3. Compare the effectiveness of a cooperative program with 20 students versus one with 40 students.

4. A related class and on-the-job training are two major elements in a cooperative vocational education program. How do they complement each other?

5. Explain why the service area cooperative vocational education programs are not able to serve disadvantaged students.

ACTIVITY 2

MODEL ANSWERS

1. Differentiate between a cooperative vocational education program and other school programs which place students in work situations.

   Cooperative vocational education programs include all six of the essential elements: student with a career objective; training stations based on the student's career objective; student receives both pay and credit; constant supervision by the school; one year of participation; and related class. Other work programs may include one or more of these elements, but not all six.

2. Why is it essential for a teacher-coordinator to have an office, a telephone, release time and an extended contract?

   Because the teacher-coordinator must maintain career information files, individual student information and records, individual instructional materials, information on training stations and on-the-job instructors, as well as program records, it is necessary for him/her to have an office in which to maintain these materials. Since the teacher-coordinator must be accessible to training station personnel, a telephone is necessary. The fact that a teacher-coordinator must conduct confidential interviews and conferences with student-learners, parents, employers and other parties makes having an office essential. The fact that the teacher-coordinator is responsible for placing student-learners in training stations, conducting visitations, evaluating student-learners, training stations and on-the-job instructors, working with training plans at the training stations, placing program graduates, compiling reports for various agencies, etc. requires that provision for release time and extended contracts be made.

3. Compare the effectiveness of a cooperative program with 20 students versus one with 40 students.

   A teacher-coordinator is able to effectively manage 20 students given the amount of time required to coordinate each student-learner participating in the cooperative program. With 40 students, the teacher-coordinator would not have adequate time to effectively plan, develop and implement all of the elements necessary to maintain a sound cooperative program.

4. A related class and on-the-job training are two major elements in a cooperative vocational education program. How do they complement each other?

   The material presented in the related class can be directly applied at the on-the-job training site (e.g., how to handle a job interview is presented in class and used in an actual situation), and incidents and experiences from on-the-job training help to determine the instruction in the related class (e.g., on-the-job it is discovered that the student lacks skill in counting change; this then becomes a part of that student's individualized instruction in the related class). The two elements serve to support each other in this way, thereby helping students progress toward their career objectives.

5. Explain why the service area cooperative vocational education programs are not able to serve disadvantaged students.

Service area cooperative programs are designed to serve students who already possess at least a limited degree of skill, are reasonably adjusted to school, and can begin to relate to work and adults. Students who do not possess these basic skills are classified as disadvantaged and need to be brought up to this level. This can be accomplished with a program which is specifically designed for disadvantaged students (e.g., a student for whom English is a second language, who has fallen a couple of grades behind others his age, and who is ready to drop out of school).

APPENDIX A

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APPENDIX A

TERMINOLOGY

Key Words and Definitions for Cooperative Vocational Education

Advisory Committee

A group of lay citizens either appointed or chosen from the community to assist in planning, promoting and evaluating the cooperative vocational education program.

Career Objective

Either a specific occupation or cluster of occupations in which a student has professed an interest and in which he aspires to train himself. Usually consummated by the act of enrolling in a particular class of vocational education.

Cooperative Vocational Education Program

Cooperative Vocational Education Program means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on half-days, full-days, weeks or other periods of time in fulfilling the cooperative vocational education work-study program. Such programs are funded under Public Law 90-576, the Vocational Education Amendments of 1968.

Coordination

The act of supervising the cooperative vocational education program toward the goal of providing meaningful education for students enrolled in the program.

Employer

A businessman who has consented to provide on-the-job training for a student enrolled in cooperative vocational education. (May also serve as the training sponsor.)

Related Classroom Instruction

Instruction given by the teacher-coordinator within a formal class organized for those students enrolled in the cooperative vocational education program to provide them with needed knowledge, skill, attitudes and understandings facilitating development of job competence.

State Plan

The State Plan is that plan which is prepared and submitted by the State Board for Vocational Education to the U.S. Commissioner of Education pursuant to the Vocational Education Act of 1963, as amended in 1968. This document includes the rules and regulations for the operation of vocational education programs in the State. The State Plan consists of two parts:

I. Administrative Provisions
II. Annual and Long-Range Program Plan Provisions

Student-Trainee

An individual enrolled in a cooperative vocational education program and scheduled for occupational instruction in school and coordinated employment experiences which relate to the student's present occupational goals.

Vocational Student Organizations

The organizations (DECA, FFA, HERO, VICA, and FBLA) which are oriented toward leadership development and are intra-curricular in nature.

Teacher-Coordinator

A vocational education teacher, meeting requirements of the State Plan for Vocational Education, employed by the school district to coordinate the cooperative program and teach the related vocational class.

Training Agreement

A non-legal memorandum of agreement between the employer, student, teacher-coordinator and the student's parents stating the purpose of the program and the responsibilities of each party involved in the cooperative vocational education program.

Training Period

The time during which a student receives related classroom instruction and laboratory experience under supervision of the teacher-coordinator.

Training Plan

An outline of educational activities, both classroom and laboratory experiences, prepared cooperatively by the teacher-coordinator, the training sponsor and the student.

Training Sponsor (or On-The-Job Instructor)

The person within a business designated by the employer to be responsible for teaching and supervising the student (may be the employer).

Training Station

The place of business which becomes an extension of the classroom and provides occupational training on-the-job based on a training agreement and a training plan.

Vocational Education Program

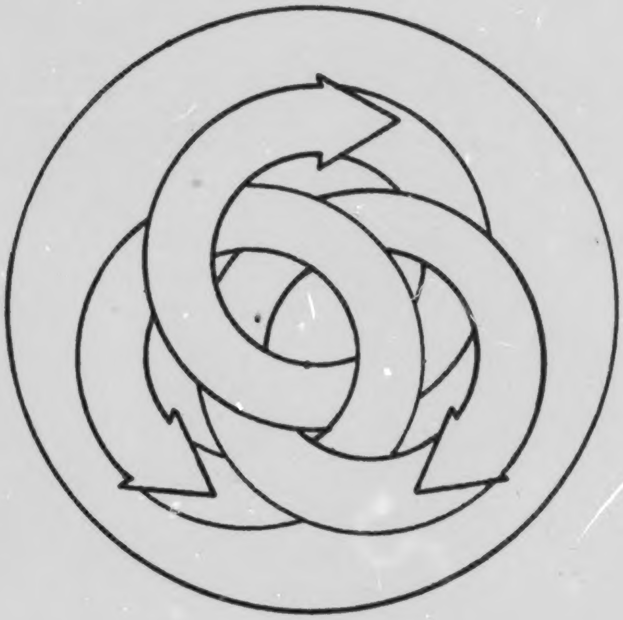
A *Vocational Education Program* is an elementary, secondary, post-secondary or adult and continuing education program of studies designed primarily to prepare students for entrance into a specific occupation or cluster of occupations. This includes programs such as cooperative work-study, exemplary, disadvantaged, handicapped, remedial, prepost-secondary, prevocational and vocationally related.

Vocational Work-Study Program

A *Vocational Work-Study Program* differs from a cooperative vocational education program in that employment is arranged for students to enable them to continue their vocational education. Students' work-study jobs are not necessarily in fields related to their studies. By law, students must be employed by the local educational agency or other public agencies or institutions. Such programs are funded under Part H of Public Law 90-576, the Vocational Education Amendments of 1968.

Vocational Credentialing

The process of approving a teacher's educational background and/or work experience for the purpose of program reimbursement.



COORDINATING TECHNIQUES

MODULE 2

FUNCTIONS WITH SCHOOL AND COMMUNITY PERSONNEL

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Colorado State Board for Community Colleges
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Under a Grant from
The Department of Health, Education, and Welfare
Office of Education
Washington, D.C.

Grant Number OEG-0-74-1650

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INTRODUCTION

Since cooperative vocational education programs are a cooperative effort between the school and the business community, the teacher-coordinator of a cooperative vocational education program will be working with school and community personnel on a daily basis.

There are some considerations which must be kept in mind while the teacher-coordinator is carrying out this portion of the program. The purpose of this module is to help you identify the school and community personnel you will most likely be dealing with in a cooperative vocational education program and to help you identify what functions you would be conducting with these various people.

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HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module follows.

> Upon completion of this module, you will be able to effectively communicate about the cooperative vocational education program with school and community personnel.

The following objectives will help you to achieve this goal.

> In order to effectively communicate with school and community personnel you must:
>
> a. Understand the role and function of other school personnel in the cooperative vocational education program.
>
> b. Understand the role and function of community personnel in the cooperative vocational education program.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCE MATERIALS

There are no outside resources required for this module.

Optional: Teacher-coordinator for your service area.

REFERENCES

The Advisory Committee and Vocational Education. Washington D.C.: American Vocational Association, Inc., 1969.

Mason, Ralph E. and Haines, Peter L. Cooperative Occupational Education and Work Experience in the Curriculum, Second Edition. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

ACTIVITY 1

OVERVIEW OF ACTIVITY I

Objective: After completing the required reading, demonstrate your understanding of the role and function of school personnel in the cooperative vocational education program by completing the *self-check*, p. 9.

Activity: You will be reading *Functions with School Personnel*, p. 5.

Optional Activity: You may wish to meet with an in-service teacher-coordinator to discuss functions with school personnel.

Activity: You will be demonstrating your understanding of functions with school personnel by completing the *self-check*, p. 9.

Feedback: You will be evaluating yourself by comparing your completed *self-check* with the *model answers*, p. 10.

FUNCTIONS WITH SCHOOL PERSONNEL

Cooperative vocational education programs are intended to be just what the name implies -- *cooperative.* Too often, teacher-coordinators assume that the cooperative aspect of the program deals only with people and/or agencies outside of the school.

Look at the title of the person who teaches the cooperative vocational education program -- *teacher-coordinator.* The title should tell you something about the function of these individuals. They must coordinate as well as teach. But what is *coordination?*

Coordination is the act of supervising the cooperative vocational education program toward the goal of providing meaningful education for students enrolled in the program. A part of this coordination must involve functions with other school personnel since they play an important role in the education of students in the cooperative vocational education program.

One group of important people within the school is counselors. They can often be a crucial factor in the success of the entire program because of their role in helping students schedule classes.

The first critical factor in working with counselors is to make certain that they understand your cooperative vocational education program -- what are the objectives of the program (Module 1)? How are students made aware of the program (Module 3)? What is the selection criteria you use (Module 4)? What are training stations and how do they help the students (Modules 5, 7, 10, and 12)? What is the student organization and how does it serve the student (Module 14)? What is the classroom portion of the program like (Module 13)?

There are many techniques you can use as a teacher-coordinator to explain your program to counselors. You can make the most effective use of your time if you can arrange to meet with all of the counselors at one time. This will not only save you time but many times one of the counselors may be opposed to the cooperative vocational education program until they have the opportunity to discuss it with the teacher-coordinator and fellow counselors. Many times people outside the program may be your biggest help in selling the program.

Because the cooperative vocational education program requires that students be released from school in order to complete the requirements of the program (participation at a training station), the counselors will be working with students to schedule their classes to allow for the release time. The counselors are also valuable in making certain that all graduation requirements are being met.

Many times the counselors are very familiar with a student's background and can save you time and frustration in trying to understand a student. They will be aware of special problems (health, home, class, etc.) that a student may be reluctant to discuss with you.

If counselors are aware of exactly what the program is, what it does, and how it does it, they can also help in screening students when it is time to register for classes.

Don't underestimate the value of counselors to your cooperative vocational education program. Work with them any time you need to -- if you have established a good relationship with them and they fully understand your program, they will be more than happy to work with you and your program.

Counselors aren't the only group within the school you need to work with. There are administrators and teachers as well. Administrators should already be familiar with the program, but make certain that you keep them informed about the programs. What are the students doing? What are you doing (coordination or release time)? Remember, administrators are often active in the community and will be talking with business persons on a regular basis -- if they know, understand, and believe in your program -- they can help insure its success.

Students in your cooperative vocational education program are other teachers' students also. Therefore, other teachers also need to understand cooperative vocational education. One of the most effective ways of achieving this understanding is for all of the cooperative vocational education teacher-coordinators to plan a presentation explaining cooperative vocational education. This presentation might be given at a regular faculty meeting if your administration is agreeable.

Remember that other teachers have areas of specialization just as you do. If one of your cooperative vocational education students is having difficulty with math at the training station, one of the math teachers at school can probably provide the best help -- if you direct the student to the math department or a specific teacher.

An added feature in this type of endeavor is that you will help the student see relevance in other instructional areas as well as providing the opportunity for the math (or other subject area) teacher to make his/her subject more relevant.

The final group within the school that should have a continuous function would be other cooperative vocational education program teacher-coordinators. Because a single business may provide training for students from two or more programs, it will probably be advantageous for cooperative vocational education program teacher-coordinators to meet on some kind of a regular basis to share information about training stations.

Remember that businesses may not understand the fact that there are various cooperative vocational education programs -- each with its own specialization. If there are several teacher-coordinators calling on a single business to establish training stations, they may do more harm than good. If one teacher-coordinator makes an initial contact with a business, it may be best if that person can then introduce the other teacher-coordinator(s) to the employer or at least refer them.

Another important item that can be handled by all cooperative vocational education program teacher-coordinators is the standardization of various forms used in cooperative vocational education programs. (Samples of these forms will be included in the various modules where they are explained). The use of standard forms within a single school or within a school district will help with the communication with various school personnel.

ACTIVITY I

SELF-CHECK

1. Why should various service area teacher-coodinators meet periodically and exchange information on training stations?

2. Explain why a teacher-coordinator of a cooperative vocational education program should have a solid working relationship with other teachers, counselors and administrators.

3. Compare the role of a teacher-coordinator of a cooperative vocational education program in dealing with other school personnel to that of a *regular teacher.*

ACTIVITY 1

MODEL ANSWERS

1. Why should various service area teacher-coordinators meet periodically and exchange information on training stations?

   By sharing information about training stations, coordinators may be able to help each other in locating training stations as well as in saving each other time. By sharing information and experiences, all participating coordinators will benefit as well as have all of the cooperative programs follow basically the same policies and procedures. The sharing will also help to eliminate the confusion of business persons which can arise from several teacher-coordinators calling on the same businessperson.

2. Explain why a teacher-coordinator of a cooperative vocational education program should have a solid working relationship with other teachers, counselors, and administrators.

   Because of the unique qualities of a cooperative vocational education program, the teacher-coordinators of these programs need to have a very solid working relationship with these people. There will be many times when the teacher-coordinator depends on these people and their expertise to help students in the cooperative program in the development of skills as well as the solving of problems, working out schedule conflicts and just having an understanding of the cooperative program and its function.

3. Compare the role of a teacher-coordinator of a cooperative vocational education program in dealing with other school personnel to that of a *regular teacher.*

   The teacher-coordinator of a cooperative vocational education program must have a solid working relationship with other school personnel since they depend upon these other people within the school to make their programs function for scheduling, reporting, etc. A regular teacher is not as involved since his/her class is self-contained and the activities are generally held within the class. The administration determines what will be necessary for them in the way of records and reports.

ACTIVITY 2

OVERVIEW OF ACTIVITY 2

Objective: After completing the required reading, demonstrate your understanding of the role and function of community personnel in the cooperative vocational education program by planning an agenda for an Advisory Committee meeting. (Optional: role play that meeting with peers.)

Activity: You will be reading *Role and Function of Community Personnel*, p. 13.

Optional Activity: You may wish to meet with an in-service teacher-coordinator to discuss roles and functions of community personnel in the cooperative vocational education program.

Activity: You will be demonstrating your understanding of the role and function of community personnel by planning an agenda for an Advisory Committee meeting.

Feedback: You will be evaluated by your facilitator using the *Checklist for Activity 2*, p. 16 to check your agenda.

ROLE AND FUNCTION OF COMMUNITY PERSONNEL

Cooperative education programs depend upon the community to provide much of the training and experience for students in the cooperative vocational education program. In the attempt to keep the total program current, an Advisory Committee is used.

The committee is made up of men and women from the occupational area which the program serves. Usually there are from 7 to 11 people on the committee. These members are generally appointed by the school administration or by the school board after the teacher-coordinator has talked with the prospective committee members, explained what the role and function of the committee is, and secured the agreement of the persons to serve. It is a good idea to have the terms of the committee staggered so that 1/3 of the committee is new each year. This would mean that initially the terms would have to be staggered. This can be done by any method which you feel would work best for you -- even drawing for term. After this initial staggering, all succeeding terms would be for a 3 year period.

The group should select its own chairperson who would be responsible for conducting the meetings. The teacher-coordinator serves on the committee also. It is worth mentioning that a secretary is necessary since a record of the meetings needs to be kept and copies of the minutes should be sent to the Principal, Vocational Director, Superintendent and to the State Supervisor of your service area. The teacher-coordinator or members of the committee are generally too involved in the meeting to make very good secretaries. If your school has a Business and Office program talk with the teacher-coordinator of the program and make arrangements for one of their students to serve as secretary to the committee. This provides these students with an excellent experience.

Some of the areas in which an Advisory Committee can be of invaluable service to a program are: standards for student selection, training station development, guest speakers, field trips, curriculum, and program forms. These are just a few of the almost endless list of areas or topics with which the Advisory Committee can help. The important thing to remember is that the committee is *advisory* in nature. It does not determine policy but may have a strong voice in helping to do so.

Another obvious community group involved with a cooperative vocational education program is the business area which the program serves. Individuals from these businesses will be working with the cooperative vocational education program as they serve as training sponsors (on-the-job instructors), Advisory Committee members, guest speakers, or as they provide training stations. As a teacher-coordinator you will need to have an almost constant contact with community personnel in order to make your cooperative vocational education program one which is meeting the needs of both students and community.

Becoming a member of the local Chamber of Commerce (most have an associate membership available) involves an expense which the local school should absorb. The membership will provide you with a most valuable contact since the Chamber of Commerce is usually the first to know of new businesses opening in the community. They can supply you with facts about most businesses such as who owns them, who managers are, how many employers they have, etc.

The teacher-coordinator in a cooperative vocational education program has a big responsibility in keeping up with community personnel who are important to the program. This task is well worth the effort since the success of students completing the program may depend on how effective the teacher-coordinator has been in working with community personnel.

CHECKLIST FOR ACTIVITY 2

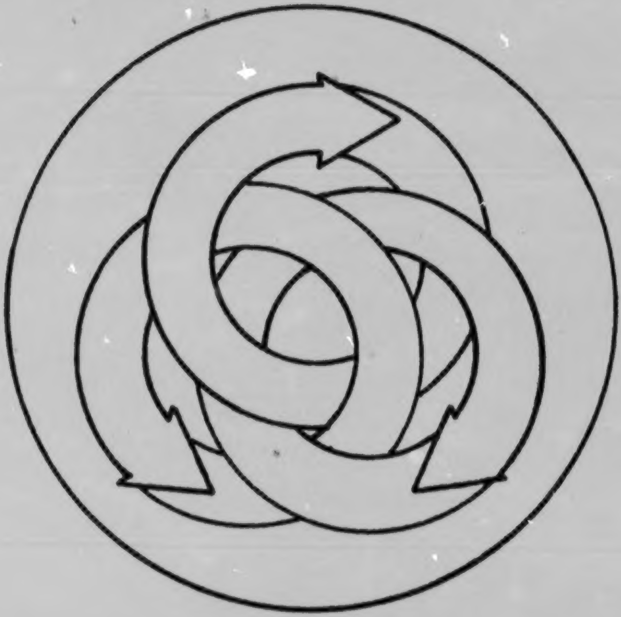
Rate the teacher's agenda for an initial Advisory Committee meeting using the following elements--

Did the teacher's agenda include:

	YES	NO
1. Provisions for rotating terms of committee members?		
2. Selection of committee chairperson?		
3. Provision for secretary?		
4. Establish time and place for regular meetings?		
5. Selection of topic(s) for next meeting?		
6. Explanation of the cooperative vocational education program?		
7. Explanation of role of the Advisory Committee?		

LEVEL OF PERFORMANCE

All items must receive a "yes" response. If any receive a "no", discuss this with your facilitator and if necessary re-plan your agenda.



COORDINATING TECHNIQUES

MODULE 3

RECRUITING STUDENTS

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In Cooperation with
Colorado State Board for Community Colleges
and Occupational Education

Under a Grant from
The Department of Health, Education, and Welfare
Office of Education
Washington, D.C.

Grant Number OEG-0-74-1650

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INTRODUCTION

Student recruitment is an essential element of the cooperative vocational education program. However, before developing a recruiting system the coordinator should review the co-op program objectives, especially those that consider students who will eventually be enrolled in the program. The cooperative vocational education program is for those students who *need it, want it, and can profit from it.* With this simple dictum in mind it will be easier to develop a recruitment information system that focuses on students who should be enrolled in the cooperative vocational education program. It should also be noted that some schools may have policies regulating the recruiting of students and the teacher-coordinator should be familiar with those policies.

The importance of a good recruiting system should not be left to chance. It is the teacher-coordinator's responsibility to insure that all students who need to be aware of and should be provided with adequate information about the cooperative vocational education program *get it!*

This module is designed to aid you in identifying recruiting techniques for the cooperative vocational education program and to develop an outline of a recruitment presentation which also includes questions that may be asked about the cooperative vocational education program.

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HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module follows.

> Upon completion of this module, you will be able to identify the various recruiting tools of a cooperative vocational education program and be able to develop an outline of a presentation for a cooperative vocational education program which will also identify questions that may be asked about the program.

The following objectives will help you to achieve this goal.

a. Demonstrate a knowledge of the techniques used in recruiting students for your cooperative vocational education program.

b. Demonstrate your knowledge of what information should be included in a recruiting presentation by outlining a recruiting presentation for students which also identifies questions that may be asked about the cooperative vocational education program.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCE MATERIALS

Carousel slide projector, cassette tape player, and slide/ tape presentation: "Successful Cooperative Education," Career World, Inc., Harrisburg, Pennsylvania, 1973.

REFERENCES

The Center for Vocational Education Category G Modules. The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1975.

Law, Gordon F. Cooperative Education Handbook for Teacher-Coordinators. American Technical Society, 1970.

Mason, Ralph E. and Haines, Peter L. Cooperative Occupational Education and Work Experience in the Curriculum, Second Edition. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

UNC Cooporative Handbook for Colorado.

ACTIVITY 1

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OVERVIEW OF ACTIVITY 1

Objective: Upon completion of the required reading and reviewing of examples, demonstrate a knowledge of the techniques used to recruit students. Your performance will be assessed using the procedure detailed below in the *feedback* section.

Activity: You will be reading *Tools for Recruiting Students*, p. 5 and reviewing *Appendix* A, p. 18.

Activity: After completing the required reading, complete the *self-check*, p. 10.

Feedback: You will be evaluating yourself by comparing your completed *self-check* with the *model answers*, pg. 11.

TOOLS FOR RECRUITING STUDENTS

As mentioned in the introduction, student recruitment should not be left to chance. So that it is not left to chance, the teacher-coordinator must plan, develop, and implement a recruiting information system that will make all students who may be able to profit from the program aware of its existence. Informing students and other publics about the cooperative vocational education program should be considered a continuous process, and an effective recruiting system can pay many dividends to the success of the program and its students.

Because the cooperative vocational education program may be considered somewhat unique, a wide range of recruiting activities may be granted by administration. In any situation the school administration, faculty, and counselors should receive the information first. The teacher-coordinator should obtain the approval of school administration for any and all promotional activities on behalf of student recruitment. The first priority, thus, should be in providing information to those people who need to be aware of the objectives and methods of the cooperative vocational education program. This includes students, administrators, counselors, and teachers who can identify potential participants. Again, because of the uniqueness of cooperative vocational education programs, advanced planning of students' schedules may be necessary; and any utilization of the recruitment techniques stated below should be done well ahead of pre-enrollment for the following year.

The following methods can be planned, developed, and implemented to provide you with an excellent recruiting system:

1. A positive rapport with the counseling staff is essential for the success of an ongoing cooperative vocational education program. Make sure the counseling staff understands that the vocational program should include students who need, want, and can profit from the cooperative experience. Their understanding of the occupational opportunities and careers within your service area will help them identify students who may be potential enrollees in your program. Provide career information and any other literature or media that will further identify the job entry and career training your program provides for students who are able to take advantage of enrolling in the cooperative vocational education program. Keep them informed of classroom instruction and on-the-job training. Also keep them informed of student progress and program policies affecting prerequisites, credit, scheduling, work hours, etc. which would be of concern to them. Brochures, other literature, and program applications should be left in each counselor's office so that they can be given to interested students. Remember this if an ongoing process and an effective recruiting system is not just done for a short period of time once a year. It is well worth your time and effort to provide information as often as is necessary.

   What is true of information provided to counselors is also true of the rest of the school staff including administrators. In dealing with non-vocational teachers it is especially important to keep them informed of student progress and also of what your teacher-coordinator job consists of so that there is no question as to why you leave the building early on many occasions. Many of these teachers can direct students to your program if they know what the objectives of the cooperative vocational education program are and what you are doing to meet those objectives.

   Teacher-coordinators of special programs may not need to do any more recruiting than that stated above. Counselors, administrators, special education teachers, and other vocational and non-vocational teachers may be able to readily identify students who fit into the special program area.

2. Pamphlets, brochures should be developed in a plentiful enough supply so that counselors, other staff, and yourself can distribute them to students, parents, the business community, and any other interested people. This literature should be done in a simple to read (crisp, clear, and uncluttered) but descriptive and attractive way. This literature should always include who to get in touch with and where to go to obtain more information on the cooperative vocational education program. (See example of brochures in the appendix.)

3. One of the most proven and effective methods of recruiting can be done by students who are already active in your program. Many students can do a personal sales job by simple *word-of-mouth* activities. They should be encouraged to put up bulletin boards and displays of their work and be recognized for any honors or activities at various school functions. They can also be involved in a co-op week, sometimes in conjunction with Vocational Education Week, where they will visit classes or run booths in a high traffic area (e.g., near the cafeteria during lunch), to provide information and application blanks to other students. Students recruiting other students have been effective because of their direct participation and positive attitude about the cooperative vocational education program and their ability to relate to prospective students.

4. Some coordinators have school assemblies or may visit various general, home room, or specialized classes to give planned presentations. Many teacher-coordinators use sound-slide or film presentations that are professionally done. Many also bring currently enrolled co-op students with them during their presentation so that the students can provide assistance and answer questions. A teacher-coordinator would always be wise to recruit students who have already identified themselves as having a degree of interest in a program service area by the specialized and/or feeder classes in which they are enrolled.

5. Recruiting can also be accomplished by use of the school or community newspapers or even radio and TV stations. Good media publicity both internal and external has lasting impressions on students and their parents. A great deal of recognition, because of the success of students active in the cooperative vocational education program, will bring interested students, who can profit by the program, to your door.

6. Other publics external to the school who can assist in your recruiting system are the businesses which your program serves directly and parents which your program serves indirectly through the success of their children.

    A. The business community, which also includes your Advisory Committee and and service organizations, assists by providing training stations and sponsors, guest speakers, supplies and equipment, instructional materials, etc. When students, parents, and faculty see the support of the business community for the cooperative vocational education program, it generates interest and potential enrollees for the program.

    B. It is very important to have your recruiting system reach parents because, in many cases, they may make the final decision on the classes or program in which their child enrolls. The more information and understanding that parents have of the cooperative vocational education program--it objectives, methods, and successes--the easier it will be for the teacher-coordinator to enroll students. Often open houses, parent-teacher nights, PTA and/or PTS meetings and school board meetings can be utilized for providing information to parents and other interested parties. Sometimes home visitations or phone calls are effective for providing information and answering parents' questions.

If the tools of an effective recruiting system are utilized as described above, then teacher-coordinators can be assured of quality programs. They can be assured of this because they can be satisfied that they have done everything in their power to make those students aware of a program that they can profit from. Although it would be a tremendous asset to use all of the recruiting techniques described above, it may not be possible. However, utilizing a variety of techniques throughout the year, or even at the same time during the year, will enhance your program because of the chance that a different kind of exposure will target in on a group of students who would not have become aware of the program through only one or two kinds of recruiting techniques. A note of caution is required, however. Because of the publicity of the program, a great number of students may be desirous of enrolling in the program who do not fit into the objectives of the program and/or could not sincerely determine a career objective within your program service area. The temptation may be there to enroll only the best students available--best in grades, appearance, personal conduct, etc. These may be students who can and will succeed in spite of the cooperative vocational education program--not necessarily because of it. The program is designed to assist students in preparing for and making the transition from school to the world of work. It would be far more beneficial to help students who may be considered less than *good*.

ACTIVITY 1

SELF-CHECK

1. Why is it advisable to use several types or forms of recruitment for a cooperative vocational education program?

2. Explain the importance of careful planning in a recruitment program.

3. Why is planning and presenting an effective recruitment presentation important to the success of the cooperative vocational education program?

4. Why are students currently enrolled in a cooperative vocational education program one of the best sources to use in a recruitment program?

ACTIVITY 1

MODEL ANSWERS

1. Why is it advisable to use several types or forms of recruitment for a cooperative vocational education program?

   The greater the variety of recruitment techniques, the more chances for exposure. If a coordinator tends to rely on only one or two techniques, they are probably missing one or more of the groups who should be made aware of the cooperative vocational education program.

2. Explain the importance of careful planning in a recruitment program.

   Careful planning of a recruitment program will help to insure that the recruitment will be successful in that all students will be aware of the existence of the program. It will also help to assure that materials and facilities are available when they are needed.

3. Why is planning and presenting an effective recruitment presentation important to the success of the cooperative vocational education program?

   It gives students an opportunity to become aware of and foster an interest in the cooperative vocational education program prior to preregistration for the following year. It also helps them identify how the cooperative vocational education program will meet their needs and how they can benefit from it.

4. Why are students currently enrolled in a cooperative vocational education program one of the best sources to use in a recruitment program?

   Because they are currently exposed to the program, they can relate their experiences and their feelings to other students and interested parties. The student's reaction to and feelings about the program will make it easier for prospective students to determine if the program would be right for them.

ACTIVITY 2

OVERVIEW OF ACTIVITY 2

Objective: After completing the required reading, demonstrate your knowledge of information that should be given in a presentation to a group of students. Also, include questions that may be asked about the cooperative vocational education program.

Activity: Read *Recruitment Presentation*, p. 14.

Activity: View slide/tape presentation, *Successful Cooperative Education*.

Activity: Prepare an outline of a presentation you would give to a group of students about your cooperative vocational education program.

Feedback: Your outline will be evaluated by your facilitator using the *checklist*, p. 17.

RECRUITMENT PRESENTATION

In planning a presentation about your cooperative vocational education program that will be given to a group of students, it is advisable to once again review the program objectives and the method which the program utilizes. These two components are of prime importance in delivering an effective presentation. Keeping these program components in mind helps you focus your presentation on students who can profit most from the cooperative vocational education program because of its objectives and methods. The same components will be of importance in developing a brochure or similar kinds of literature. However, the uniqueness of a presentation versus a brochure is in handling the immediate questions that may be asked. The following suggestions will help you in developing an effective recruitment presentation. Your presentation should include: (A) the basic information about the program, as well as (B) the identification of some commonly asked questions about the program.

A. Basic information:

1. A brief overview of the program and its benefits
2. The major objectives of the program including the in-class and on-the-job training components which prepare students for job entry and career occupations
3. Brief statements of how the objectives of the cooperative vocational education program are met through the 3 phases of the program:

    * Related class instruction
    * On-the-job training
    * Student vocational organization

4. Program policies, especially those concerning who can enroll in the cooperative vocational education program

5. Who to get in contact with for more information about the cooperative vocational education program

B. Questions commonly asked:

1. How do I get a job?
2. How do I get to the job?
3. How much money can I earn?
4. What happens if I don't like my job?
5. How many credits do I get?
6. Do I get out of school early?
7. How do I plan my schedule?
8. Does it matter how bad my grades or attendance records are?
9. What kind of job will I get?
10. Will this hurt my chances if I decide to go to college?
11. What if I have other activities after school (sports, school newspaper, debate club, etc.)?
12. Do I have to work during the summer and on holidays?

No matter how good your total recruiting system is, including your recruiting presentation, the teacher-coordinator is the real key to the ultimate success of the program. If the program does not meet its objectives and the expectations of the students, then the recruiting system will not be effective. The coordinator has a tremendous number of responsibilities. The coordinator must fulfill all of them in order for the program to meet the needs of the students, the school, and the community. Recruitment is only one component of the cooperative vocational education program, but it is interdependent and interlocking with all of the other components. If recruitment is done poorly, or not at all, it is very likely that all of the other components will suffer the consequences. The recruiting component will likely suffer if other phases of the program were handled poorly.

CHECKLIST FOR ACTIVITY 2

Did the teacher-coordinator include the following in his/her presentation outline:

	YES	NO
1. Overview of the cooperative vocational education program		
2. Major objectives of the cooperative vocational education program		
3. The three phases of the program:		
a. Related instruction		
b. On-the-job training		
c. Student organization		
4. Program policies		
5. Who to contact for more information		
6. Commonly asked questions to be prepared to answer		

LEVEL OF PERFORMANCE

All items must receive a "yes" response. If any receive a "no", discuss this with your facilitator and if necessary re-plan your agenda.

APPENDIX A

APPENDIX A

You may wish to remove the following brochure and fold it on the dotted lines. It should be folded so that "A Career for You in the Food Industry" is the front cover. Normally a brochure of this type would be printed on a quality grade of colored stock. If you have a graphic arts program, they may be of assistance or a commercial printer can be contacted.

Course Description

Quarter Courses in.

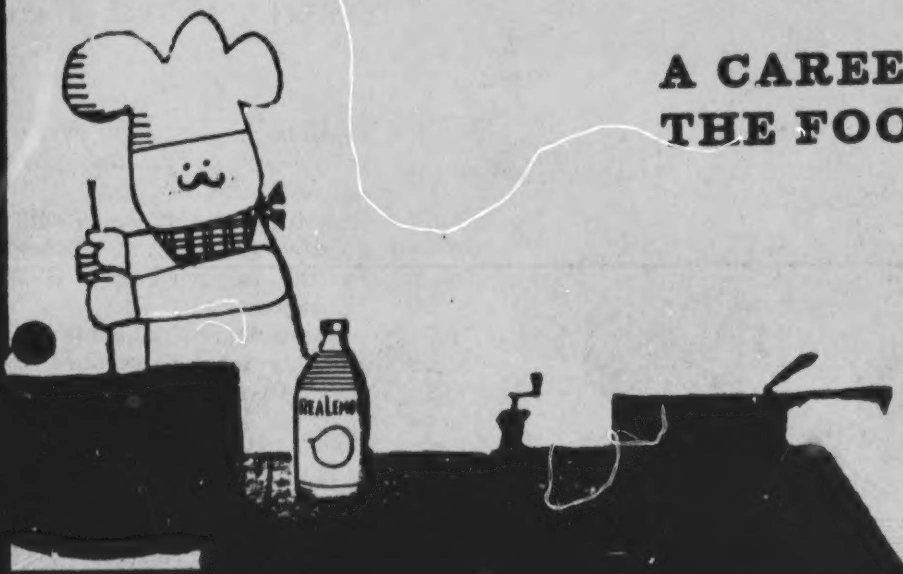
- Foods Aide
- Quantity Baking
- Quantity Cooking
- Short Order Cooking
- Waiter- Waitress Training

- a cooperative work training program may be available for 2nd year students who qualify.
- students in the Food's Aide program train in the center's food program laboratory.
- extended classroom situations are available if a student qualifies, These people are placed in on-the-job-training in specilized areas.

To Apply

Obtain an [illegible] for [illegible] from your high [illegible]

A CAREER FOR YOU IN THE FOOD INDUSTRY



Do You

- genuinely like working with people?
- take pride in your personal appearance and surroundings?
- like food and enjoy working with it?
- feel willing to work under the pressure of mealtime schedules?

Are YouLooking ForUnlimited Opportunity

Job opportunities are available on all employment levels in:

- Restaurants
- Hospitals & Nursing Homes
- Schools
- Resorts
- Bakeries
- Drive-ins
- Catering & Clubs
- Transportation Industry

Are You Interested In Salary Potent

- food service compares favorably with other occupations.
- personal qualifacations, location, size of business, and
- type of job will determine your salary.

Can You Qualify

- a young adult seeking employment.
- a high school student searching for a vocation.
- a person already employed but interested in advancement.
- an individual who is creative with food.

Then Look To The Foo Service Industry

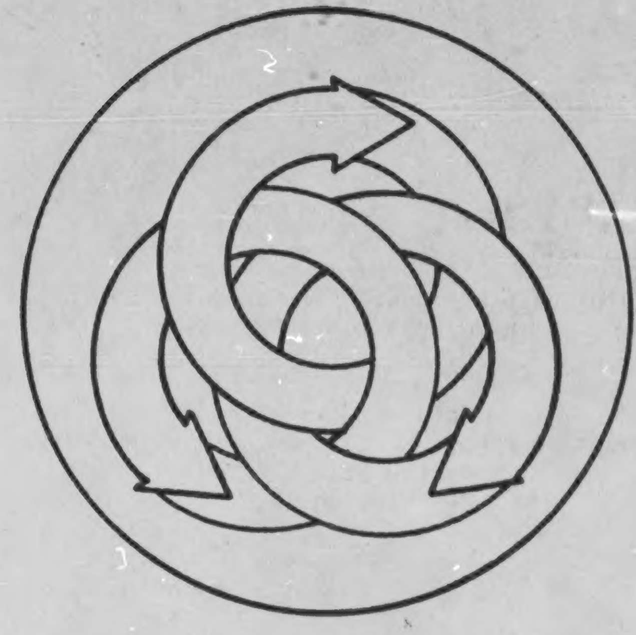
- food service is the [illegible] largest industry in the coun try.
- 250,000 new employees ar needed every year.
- jobs available in any siz town or city.
- qualified, hard working people achieve advancement.

Credits

- you receive one unit of credit for each hour per day spent in class.
- the cource provides you with up to 500 hours of training per year.
- a vocational certificate will be issued to students who complete a full program.

Tuition And Fe

- students in the St. Vrain Valley Public Schools pay no tuition.
- fees for students from othe districts will be determine by the respective Boards o Education.
- post-secondary students [illegible] pay a fee determined [illegible] their particular situation.



COORDINATING TECHNIQUES

MODULE 4

SELECTING STUDENTS

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In Cooperation with
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Grant Number OEG-0-74-1650

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Fort Collins, CO 80523

INTRODUCTION

After the student recruiting process is completed, a very important and difficult task remains to be accomplished. This task is determining selection criteria and making the final selection of those who will be enrolled in the cooperative vocational education program. This phase of the program is often mishandled by the teacher-coordinator because the person has not spent the time or has used poor judgement in developing and administering policy concerning student selection. Because the establishment of selection criteria and a selection process are essential to the success of the program and the students involved, the coordinator must carefully analyze the decisions made concerning this element of the program. Selecting students requires a great deal of proficiency in matching student needs, objectives, and capabilities to the goals and opportunities of the cooperative vocational education program. This module is designed to develop your proficiency in setting policy and identifying selection criteria regarding acceptance of students into the cooperative vocational education program. This module is also designed to aid you in identifying selection and interview procedures for the final acceptance of student applicants.

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APPENDIX A. 21

HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module follows.

> Upon completion of this module, you will be able to identify policy and criteria used in selecting students for a cooperative vocational education program, identify and explain procedures utilized in selecting students for a cooperative vocational education program, identify correct interviewing techniques, and accept or reject students based on simulated materials relative to established criteria for selection.

The following objectives will help you to achieve this goal.

a. Demonstrate your knowledge of the policy, criteria, and procedures utilized in selecting students for the cooperative vocational education program.

b. Demonstrate your knowledge of correct interview techniques by evaluating a student interview.

c. Based on selection criteria developed by you, evaluate and accept or reject student applicants.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCE MATERIALS

Video playback unit and the videotape, *Student Selection*.

REFERENCES

Center for Vocational Education, Ohio State University, Category J Modules, 1973.

Mason, Ralph E. and Haines, Peter L. Cooperative Occupational Education and Work Experience in the Curriculum, Second Edition. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

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Uthe, Elaine. The Cooperative Vocational Program--Coordination Techniques. Michigan State University, Division of Vocational Education: State Department of Education, 1972.

ACTIVITY 1

OVERVIEW OF ACTIVITY 1

Objective: After completing the required reading, demonstrate your knowledge and understanding of the policy, criteria, and procedures utilized in selecting students for the cooperative vocational education program. Your performance will be assessed using the procedure detailed below in the *feedback* section.

Activity: You will be reading *Selecting Students*.

Activity: Under the direction of your facilitator, discuss the policy, criteria, and procedures utilized in selecting students for the cooperative vocational education program.

Feedback: Your facilitator will provide you with feedback concerning your understanding of the elements utilized in selecting students.

Activity: Develop a written statement of policy and also decide what factors you would consider in selecting students for a cooperative program for your service area.

Feedback: Your policy statements and criteria will be evaluated by your facilitator using the *checklist*, p. 14.

SELECTING STUDENTS

Establishing criteria to determine which students will be enrolled in your cooperative vocational education program is an important yet difficult task. Often this phase of the program can be mishandled because the teacher-coordinator has not used sound judgement in developing and administering policy concerning student selection. In developing selection criteria, the teacher-coordinator should review the purposes and objectives of the program before making decisions regarding who will and will not be admitted to the program. Especially important to remember in reviewing program purposes is that the program is designed to serve the student trainee. A student who fits this description and should be selected in the program is one who needs and wants assistance in adjusting to the world of work and in acquiring occupational training, has an occupational objective within the scope of the program, is willing to work and learn, and has the potential to profit from such training. Policy statements such as these will provide guidelines for fair and consistent treatment of all potential students. However, there may be some flexibility in these basic statements that will allow for compensation when unusual circumstances or conditions arise. Although program objectives provide guidelines for student selection criteria, they may be too broad to work with in actually identifying those students who will be able to take advantage of the cooperative phase of a vocational program.

Factors that are more definitive and that should be considered in selecting students are:

* Age (he/she should be 14 years of age, however, most cooperative student trainees are 16 years of age or older)
* Academic record
* Test results (Kuder, GATB, standardized achievement tests, etc.)
* Attendance record and punctuality
* Health and medical history
* Parent's permission
* Vocational interest and maturity
* Occupational objective
* Extracurricular activities
* Recommendations of teachers and counselors
* Course prerequisites
* Job requirements
* Initiative, drive, etc.
* Transportation
* Appearance

As you look at the factors listed above, you may realize that the temptation could be very great to enroll only the best students available--best in grades, appearance, initiative, etc. These are usually the students who can and will succeed in spite of the cooperative vocational education program, not because of it. The program is primarily designed to serve those students who need help in the transition from school to the world of work. Selection criteria should not be established to create a class of all honor students, nor should it be established to create a class of all low-ability students either, unless it is a special needs program. The selection process and criteria should simply allow for the teacher-coordinator to get a total picture of a particular student to determine if he/she can profit from the cooperative program.

To further clarify policy statements and criteria for student selection, a minimum range of acceptability may be determined. This minimum range of acceptability could depend on several factors inherent in your local program and community situation. Those factors determining student acceptance include:

(1) Service Area - An office worker may have to "be neat and attractive" to get hired, whereas this might not be such a crucial issue for students who will be in a situation in which they are not seen by the general public. Industrial positions may require proof of physical ability to perform the required tasks. The type of occupations will suggest certain criteria.

(2) Training Stations - You may, at times, enroll a student without a specific training station in mind, but eventually that student must be placed on-the-job. Particular training stations may specify particular criteria which an employee must meet.

(3) Program Limitations - A program with several teacher-coordinators and numerous available training stations can serve a larger number of students. A program with a single teacher-coordinator and a limited number of training stations has no choice but to be more selective.

Once you have established the policy, criteria, and standards for the acceptance of students into the cooperative vocational education program, then the actual selection process begins. Each interested student should have completed an application form (sample form, Appendix A) and returned it to the teacher-coordinator prior to pre-enrollement, usually during the spring for the following school year. It is advisable at this time to to start a folder for each student that will remain a part of the student's personal file. After receiving the completed application form, the teacher-coordinator should gather all possible information about the student applicant. Sources of information are often counselors and teachers, school records, tests, the application itself, and one of the most important sources is a personal interview with the student applicant. The success of the cooperative vocational education program may rely on how effectively this phase of the selection process is conducted. It is not enough for the teacher-coordinator to make a selection based on the student's application and a personal interview. Often a student can have a good interview and is selected into the program based solely on the interview only to fail later. The teacher-coordinator may discover at this time that the student's interest, abilities, and aptitudes are not very compatable with the cooperative vocational education program objectives and that this could have been determined earlier by utilizing other sources of information in gathering data about the student applicant. To assist in avoiding this type of failure, recommendations from teachers and counselors provide valuable information on which to base selection. A recommendation form (sample form, Appendix A) can be developed that will be easy to fill out, yet provide insightful information that the teacher-coordinator would not otherwise have access to. Another source is school records. These records will give the teacher-coordinator hard data on academic standing, attendance, punctuality, course prerequisites completed, often health and medical history, test results, and perhaps other general comments made by administrators, counselors, and teachers. It is evident that a great deal can be learned about the student from his cumulative record (sample form, Appendix A). You may wish to have your guidance staff assist you in making accurate interpretations of various data in the cumulative record. For instance, a history of poor conduct, poor grades, frequent absences and tardiness may indicate a lack of maturity, initiative, and responsibility. The opposite of this data plus notations on awards received and active participation in various clubs may be interpreted as high motivation, self-discipline, dependability, leadership, etc. Remember that these records only serve as a guideline in determining selection of students and that it would not be out of the ordinary to accept both of the students briefly profiled above. Other data contained in the cumulative record may be more difficult to interpret and guidance staff should definitely be called in to assist you at this time. There are many tests that provide information that is helpful. General ability tests are commonly known as intelligence tests and provide information about a student's overall abilities and intelligence. Standardized achievement tests are intended to measure how much a student has learned in school up to a particular point in time. Two tests that are often looked at very closely in providing information about a student's occupational interest and aptitudes are the KUDER and the GATB. The KUDER Preference Test has been widely used in high school counseling program as an interest inventory test. The KUDER may be useful in helping a student to choose an occupational field as well as a specific job within a field. There are ten broad areas included in the KUDER which provide a systematic approach to indicate preferences and assist in narrowing down and choosing an occupational area and job. The General Aptitude Test Battery was developed and used by the United States Employment Service. It is composed of nine aptitudes and is recognized as being one of the best aptitude test batteries for use in vocational guidance and counseling. Regardless of the tests that are completed or ones that you want administered to gather additional information, you should work closely with the guidance staff to identify student characteristics which will provide the best prediction of program and occupational success. Other data included on the student application form that should be analyzed prior to the student interview are work experience, career interests, future plans, and interest expressed in the cooperative program. Analysis of these items are indicative of the student's motivations, aspirations, and sincere interest in enrolling in the cooperative vocational education program. During the fact gathering and analysis process, some teacher-coordinators contact parents of student applicants to gain further understanding of the student's interest and also to determine their understanding of the cooperative vocational education program and whether their son/daughter has their permission to enroll if selected for the program.

It is now time for a personal interview with the student applicant. The interview should take place in an area where a private conversation will not be interrupted and at a time that will not conflict with the student's classes. Preparation for the interview should include not only attention to the setting but also a review of the information available having appropriate records and forms at hand during the interview and having a specific interview plan. An interview form can be developed (sample form, Appendix A) along with the application form which will help you follow a general interview plan. Each interview plan becomes more specific if you have noted specific items of interest or questions to be asked of particular students because of information you have already obtained about them.

The following guidelines will help in conducting an effective interview:

* Greet the student pleasantly with a smile and address the student by name. Be natural.
* Use a "warm-up" topic as an opener to put the student at ease.
* Come to the point of the interview as quickly as possible.
* Be permissive so that the student feels free in self-expression.
* Be a good listener and let the student feel like a real contributor during the interview.
* Be objective.
* Use interview tools--listening and probing.
* End on a constructive note.

These suggestions are points to keep in mind, but no mechanical attention to details will attain the rapport necessary for an effective interview. The coordinator must be sensitive to the student's needs and questions to make the individual feel at ease in the interview situation. Your interview plan should be designed to obtain information on: (1) appearance, poise, and attitude, (2) personality, (3) verbal expression, (4) initiative, (5) vocational interest and maturity, (6) career objective, (7) and any other additional information about transportation, activities, work experience, etc. that the coordinator deems necessary. The interview plan should also give information that the student applicant desires. This might be information on scheduling, obtaining a job, student vocational organization, related class, credit, training agreement obligation, etc. When all the questions are answered, the interview should be terminated by the coordinator stating that the student will be contacted after selection has been made. However, the student should still feel welcome to approach the coordinator later if there are other questions. Immediately after the interview ends, the coordinator should complete the student interview form and make notes about the interview and the points which are pertinent to the selection process. The teacher-coordinator is now ready to make objective decisions regarding selection or rejection of students for the cooperative vocational education program. A helpful procedure is to:

(1) List the applicants:

    * Those who are definitely desirable
    * Those who are acceptable
    * Those who there are doubts about.

(2) Review all information about each applicant individually and carefully.

(3) Compile individual files for each applicant. Tentatively accept those that are definitely desirable.

(4) For further screening, review the above lists with the counselors and other faculty members who know both the student and the program.

(5) Make your final decision.

(6) Meet with the counselor (and other appropriate school personnel) and:

* Give them a list of students who were selected and who were not selected.

* Give specific reasons for not selecting those who were rejected.

(7) Those not selected should be called back for an individual conference to discuss, in general, the reasons the student was not selected. But more important is the sincere offer to counsel and assist the student in planning an alternate training or academic program. The coordinator may wish to find the student a work experience opportunity or place the student on probation for a given period of time. The probationary acceptance of a student in the cooperative vocational education program may be established to encourage behavior modification.

(8) For those selected, a meeting might be called to discuss very specific information and obligations concerning each student regarding training agreements, employer-employee roles and responsibilities, job applications and interview procedures and techniques, and to involve students in skill inventory and improvement planning. This may also be an opportune time to invite parents of selected students to an "open house" to provide additional information to them about the cooperative vocational education program and the role, responsibilities, and involvement of their sons/daughters during the next year. The advisory committee, administrators, counselors, and employers may wish to participate in the activity also.

CHECKLIST FOR ACTIVITY 1

Did the person completing this activity include broad policy statements indicating that student selection would be based on the following student characteristics:

	STATEMENTS AND CRITERIA ARE:			
	N/A	NO	YES	
			Statement was	
			unclear	clear
1. Needs assistance in adjusting to the world of work				
2. Desires occupational training				
3. Has an occupational objective within the scope of the program				
4. Has a willingness to work and learn				
5. Can profit from training				
Did the person include the following factors to be considered as criteria for entry:				
1. Appropriate age				
2. Appropriate academic record				
3. Appropriate test results				
4. Attendance record and punctuality				
5. Health and medical history				
6. Parent's permission				
7. Appropriate vocational interest and maturity				
8. Appropriate occupational objective				
9. Extracurricular activities				
10. Recommendations of teacher and counselors				
11. Job requirements				
12. Initiative, drive, etc.				
13. Transportation (if necessary)				
14. Appropriate appearance				

LEVEL OF PERFORMANCE

All items must receive a somewhat realistic response. If any receive a different response, discuss this with your facilitator and if necessary, restate your policy and criteria for selecting students.

ACTIVITY 2

OVERVIEW OF ACTIVITY 2

Objective: After viewing the videotape *Student Screening*, demonstrate your knowledge of correct interviewing techniques by evaluating the interview. Also, based on selection criteria you have established earlier, evaluate the students in the taped interview for acceptance or rejection. Your performance will be assessed using the procedure detailed below in the *feedback* section.

Activity: You will be viewing the videotape *Student Screening*.

Activity: You will be evaluating the effectiveness of the interviewer for both interviews using the check sheets on pp. 17 and 19.

Activity: You will be evaluating both interviewees based on selection criteria established by you in Activity 1 and on the student interview sheets on pp. 18, 20, and 25. You must justify your reasons for acceptance or rejection.

Feedback: Your check sheets and student interview sheets will be reviewed and analyzed by your facilitator who will also provide you with feedback concerning your knowledge of the components of an effective interview and of reasons for student acceptance or rejection.

INTERVIEW RATING SHEET #1

Interview No.__________________ Rated by__________________________

Person Interviewed______________ Position__________________________

Place a check mark in the position on the scale which best answers the questions concerning the interview.

---

1. Was the coordinator prepared for the interview? Reviewed personal data information? Provided the proper setting?

Very well prepared	Moderately prepared	Poorly prepared

2. Was the greeting pleasant?

Very pleasant	Moderately pleasant	Not very pleasant

3. Did the coordinator come to the point of the interview quickly?

Very quickly	Not so quickly	Did not come to the point

4. Was the coordinator natural?

Very natural	Moderately natural	Not very natural

5. Did the coordinator give the student an opportunity for self-expression?

Adequate opportunity	Little opportunity	No opportunity

6. Did the coordinator follow the leads of the interviewee?

Extremely well	Moderately well	Not very well

7. Did the coordinator use the interviewing tools--listening, and probing--effectively?

Very effectively	Moderately effective	Not very effectively

8. Was the coordinator clear in asking questions, making statements, or giving explanations?

Very clear	Moderately clear	Not very clear

9. Did the coordinator obtain the type of information desired from the interviewee?

Much information	Little information	No information

10. Did both parties gain mutual understanding as a result of the interview?

Good understanding	Little understanding	No understanding

11. Did the coordinator end the interview on a constructive and positive note?

Quite positive	Moderately positive	Not so positive

COMMENTS:

Signature____________________

COOPERATIVE EDUCATION
STUDENT INTERVIEW #1

Student____Date____________

APPEARANCE:
POISE:
ATTITUDE:

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE:

VOCATIONAL INTEREST
AND MATURITY:

GENERAL COMMENTS: (work experience, parent attitude, transportation, credit situation, summer placement, etc.)

CAREER OBJECTIVE:

which is:
___realistic
___somewhat realistic
___questionable
___inappropriate

CAREER OBJECTIVE COMMENTS:

Accept _____ Reject _____ Justify reasons for acceptance or rejection:

INTERVIEW RATING SHEET #2

Interview No.______________ Rated by____________________

Person Interviewed__________ Position____________________

Place a check mark in the position on the scale which best answers the questions concerning the interview.

---

1. Was the coordinator prepared for the interview? Reviewed personal data information? Provided the proper setting?

Very well prepared	Moderately prepared	Poorly prepared

2. Was the greeting pleasant?

Very pleasant	Moderately pleasant	Not very pleasant

3. Did the coordinator come to the point of the interview quickly?

Very quickly	Not so quickly	Did not come to the point

4. Was the coordinator natural?

Very natural	Moderately natural	Not very natural

5. Did the coordinator give the student an opportunity for self-expression?

Adequate opportunity	Little opportunity	No opportunity

6. Did the coordinator follow the leads of the interviewee?

Extremely well	Moderately well	Not very well

7. Did the coordinator use the interviewing tools--listening, and probing--effectively?

Very effectively	Moderately effective	Not very effectively

8. Was the coordinator clear in asking questions, making statements, or giving explanations?

Very clear	Moderately clear	Not very clear

9. Did the coordinator obtain the type of information desired from the interviewee?

Much information	Little information	No information

10. Did both parties gain mutual understanding as a result of the interview?

Good understanding	Little understanding	No understanding

11. Did the coordinator end the interview on a constructive and positive note?

Quite positive	Moderately positive	Not so positive

COMMENTS:

Signature__________________

COOPERATIVE EDUCATION
STUDENT INTERVIEW #2

Student ______________________________ Date __________

APPEARANCE:
POISE:
ATTITUDE:

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE:

VOCATIONAL INTEREST AND MATURITY:

GENERAL COMMENTS: (work experience, parent attitude, transportation, credit situation, summer placement, etc.)

CAREER OBJECTIVE:

which is:
___realistic
___somewhat realistic
___questionable
___inappropriate

CAREER OBJECTIVE COMMENTS:

Accept _____ Reject _____ Justify reasons for acceptance or rejection:

APPENDIX A

APPLICATION FOR COOPERATIVE PROGRAM

PERSONAL DATA

Name____________________ Date________ Grade_____

Address____________________ Telephone________

Age______ Height______ Weight______ Birthday__/__/__

Social Security No.__/__/__ Health______________

Activities--Athletics____________________

School____________________

Church____________________

Community____________________

FAMILY BACKGROUND

Father:
Name____________________ Street____________

Occupation__________________ City________ Zip______

Mother:
Name____________________ Street____________

Occupation__________________ City________ Zip______

Do you live with your parents__, Father__, Mother__, Guardian__, Other__.

Number of brothers____ Ages_____ Number of Sisters____ Ages____

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates

Are you available for summer employment?________________

Could you drive to work?______ Other transportation?________

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1			
2			
3			
4			
5			
6			
7			

What courses do you plan to take next year?____________________

List three teachers you would ask to recommend you for this program.

____

____

____

CAREER INTEREST

How did you learn of Co-op training?____________________

Why do you want to take Co-op training?____________________

What kind of a job would you like to train for in this program?

____

I would prefer to work with (check one):__my hands__machines__people

Given the opportunity to work for any company in this area, which company would you choose?____________________

____

What do you plan to do after graduation?____________________

What are your future education plans?____________________

What would you like to be doing five years from now?____________

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed____________________
Student

TEACHER RECOMMENDATION

(Confidential)

Student ______________________________ Subject(s) ________

This student has applied for participation in the cooperative program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY					
LEADERSHIP					
INDUSTRIOUSNESS					
POISE					
GROOMING					
KNOWLEDGE OF SUBJECT MATTER					
GETTING ALONG WITH OTHERS					

Any Special Job Skills? (a) ______________________________

(Indicate Level) (b) ______________________________

Special Talents ______________________________

What do you feel are the student's strong points?

What do you feel are the student's weak points?

Other Comments

Date ____________________ Signature ____________________

CUMULATIVE SCHOOL RECORD

Student________________________ Date________________

SUBJECTS	GRADES							
	9		10		11		12	
English								
General Math/Alegebra								
General Science/Biology								
World History/U.S. History								
Basic Business								
Typing								
Shorthand								
Bookkeeping								
P.E.								
Tardiness								
Absences								

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

___Verbal Reasoning
___Numerical Ability
___Abstract Reasoning
___Space Relations

___Mechanical Reasoning
___Clerical Speed & Accuracy
___Language Use-Spelling
___Language Use-Sentences

Intelligence Level:

Health Record:
____

GENERAL COMMENTS:

____
Coordinator's Signature

COOPERATIVE EDUCATION
STUDENT INTERVIEW

Student ______________________________ Date __________

APPEARANCE:
POISE:
ATTITUDE:

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE:

VOCATIONAL INTEREST
AND MATURITY:

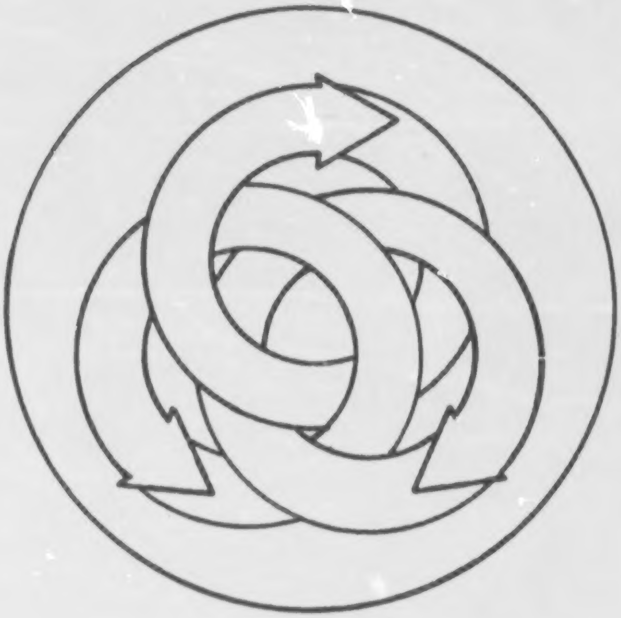
GENERAL COMMENTS: (work experience, parent attitude, transportation, credit situation, summer placement, etc.)

CAREER OBJECTIVE:

which is:
___ realistic
___ somewhat realistic
___ questionable
___ inappropriate

CAREER OBJECTIVE COMMENTS:

Accept _____ Reject _____ Justify reasons for acceptance or rejection:



COORDINATING TECHNIQUES

MODULE 5

LOCATING AND SELECTING TRAINING STATIONS

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Under a Grant from
The Department of Health, Education, and Welfare
Office of Education
Washington, D.C.

Grant Number OEG-0-74-1650

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INTRODUCTION

The location and selection of training stations is an essential element of the cooperative vocational education program. If the teacher-coordinator is not concerned or does a poor job in establishing standards and criteria for training station selection, the result may be nothing more than a work experience program. The integrity of a cooperative vocational education program must be maintained for the students, the program, the school, and the community. Each of these groups can participate in a successful cooperative vocational education program if the coordinator realizes that locating and selecting quality training stations will provide equipment, facilities, training experiences, positive environment, and assist students in meeting career objectives for which each participating member has planned and prepared. Without proper planning and preparing, few students will achieve the success that they have planned for themselves. Thus it is essential that the teacher-coordinator adopt locating techniques and selection criteria for training stations to insure that each student will be placed and supervised in a firm that will allow for maximum growth in knowledge, skills, and attitudes.

This module is designed to aid you in identifying locating techniques and establishing training station selection criteria for cooperative vocational education programs.

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HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module follows.

> Upon completion of this module, you will be able to identify various techniques for locating training stations and be able to establish criteria for selecting training stations for a cooperative vocational education program.

The following objectives will help you to achieve this goal.

a. Demonstrate your knowledge of selection criteria by establishing suitable criteria for evaluating training stations and develop a rating form.

b. Demonstrate your knowledge of the techniques used in locating training stations and the factors that should be considered in establishing training station selection criteria.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCES

There are no outside resources required for this module.

REFERENCES

Center for Vocational Education, Ohio State University. Category G Modules, 1973.

Mason, Ralph E. and Haines, Peter L. Cooperative Occupational Education and Work Experience in the Curriculum, Second Edition. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

University of Northern Colorado Cooperative Handbook for Colorado.

Uthe, Elaine. The Cooperative Vocational Program--Coordination Techniques. Michigan State University, Division of Vocational Education: State Department of Education, 1972.

ACTIVITY 1

OVERVIEW OF ACTIVITY 1

Objective: Upon completion of the required reading and reviewing of examples, demonstrate your knowledge of establishing suitable criteria for selection training stations by developing a rating form for that purpose. Your performance will be assessed using the procedure detailed below in the *feedback* section.

Activity: You will be reading *Locating and Selecting Training Stations*, p. 5 and reviewing *Appendix A*, p. 18.

Activity: Prepare a training station evaluation form for your service area that utilizes appropriate selection factors and criteria.

Feedback: Your rating form will be evaluated by your facilitator using the *Check Sheet for Selecting Training Stations*, p. 20.

LOCATING AND SELECTING TRAINING STATIONS

The location and selection of training stations is one of the most important responsibilities that a teacher-coordinator must assume. The coordinator must exert every effort to locate and examine very carefully and thoroughly all potential training stations. The establishment of effective training stations is essential. Otherwise, the cooperative vocational education program becomes merely another work experience situation and not one of occupational education. It is important that adequate location methods be adopted and quality criteria be established and used so that the best possible training stations are the ones that are participating in the cooperative vocational education program.

The coordinator's first step should be in establishing criteria so that when you begin locating training stations, you will be able to screen some firms immediately and not waste your time or an employer's time with an elaborate presentation. The coordinator should begin the task of establishing selection criteria by determining the specific criteria that meets the needs of the program. Also, you must be reminded that criteria may vary depending on whether you have a particular student in mind or not. If you have already determined the needs, interests, and abilities of a student trainee first, the criteria you establish and use to evaluate prospective training stations will be specific to those particular needs. However, there are some general criteria which will apply to most situations and should be considered.

Some examples of criteria which a coordinator may consider are:

- Is the firm an Equal Opportunity Employer?
- Does the firm comply with all local, state, and federal labor regulations?
- Is there concern for the welfare of the firm's employees?
- Are the firm's hiring and termination practices consistent and fair?
- Does the firm have a good record of continuous operation?
- Does the firm have a good relation with other firms and with labor?
- Are the firm's standards of work consistent and acceptable?
- Is the firm's equipment up-to-date?
- Is the firm's equipment in good operating condition?
- Is the firm's equipment comparable to the equipment the student might use in other businesses upon graduation?
- Are the firm's facilities clean and safe?
- Are safety devices of the firm available and are they used?
- Does the firm have a good record of accident prevention?
- Does the firm presently have an ongoing training program for its employees?
- Does the firm have personnel who are responsible for planning and conducting training?
- Does the firm have a sincere interest in cooperative vocational education and its possible role in it?

* Does the firm have a sincere interest in providing continuous and effective on-the-job instruction?
* Does the firm understand the objectives and needs of the program and the student trainees?
* Is the training sponsor a competent worker and able to effectively work with youth?
* Does the firm understand the importance of the in-school related instruction and is it willing to work and comply with a written training plan?
* Will experiences at the training station contribute significantly to the development of knowledge, skills, and attitudes of the student trainee so that the trainee may achieve the personal career objective?
* Can the firm offer a variety of experiences with the opportunity to explore each at varying depths?
* Can the employer provide satisfactory hours and wages?
    - Is the pay scale commensurate with the pay scale of other workers in the same job?
    - Will the student be hired for the entire school year?
    - Is there potential for continuous employment and advancement?
    - Can the student trainee work an acceptable number of hours per week?
    - Do hours and wages comply with state and federal regulations?
    - Is the business located within an acceptable traveling distance for the student trainee?

This is not an all inclusive list of factors that should be considered in establishing criteria for the selection of training stations. However, except under unusual circumstances, very little other criteria would need to be established. Very often a form with listed criteria and an area for rating each factor assists the coordinator in consolidating the evaluation of a prospective training station. A single form makes it easier to file data for future reference. Provisions for the following information should be made somewhere on your form or checklist:

1. Name of the establishment, address, phone, and date
2. Name of the owner and contact person
3. Willingness to hire student trainees and a number that could be handled
4. Hours and type of employment
5. Special requirements
6. Criteria for selection rated good, average, fair, or poor
7. Overall rating
8. Comments

if used wisely, a well planned and organized evaluation form can be very valuable in assisting in the selection of training stations. (See sample forms, *Appendix A*.)

After criteria has been established for training stations, the coordinator must identify sources where information about local firms can be obtained to determine their suitability as training stations. A prime source of information relative to prospective training stations is the data contained in occupational and community surveys. If community surveys are done at least every three years, the coordinator will be better able to identify and monitor employer attitudes toward the cooperative vocational education program--occupations available, career opportunities, level of training that can be provided, willingness to participate, etc. Other assistance can be obtained through student surveys, advisory committees, school administrators, counselors, trade associations, Chambers of Commerce, unions, city directories, state and federal employment offices, employers who are already participating in the cooperative program, and coordinator observations and personal interviews with employers. Many of the reasons that you would use some of the information sources listed above are obvious. However, some may deserve more attention. For instance, student surveys will indicate occupational goals already stated by students so that the coordinator can use these as a guide to the number and types of training stations that need to be located and selected. Advisory committees can suggest employers that they have already appraised as to reputation, quality of training, and interest in participating in the program. Trade associations, Chambers of Commerce, civic organizations, and presently participating employers will be able to provide similar types of information about interest, job opportunities, employment practices, etc. Administrators can help by introducing the coordinator to business leaders and counselors and can often be of assistance by providing data from previous years relating to employers, placement, training, and career opportunities. Various kinds of directories and coordinator observations provide valuable information as to equipment and facilities, morale, and the location and accessibility of prospective training stations. A personal interview by the coordinator will aid in filling in any information that the coordinator has not been able to glean from other sources. During each interview, if you have selection criteria firmly fixed in your mind, you can note a good many things during your visit and ask specific questions that will further assist you in evaluating the prospective training station. The coordinator should be observant and sensitive to a variety of factors but especially to the prevailing spirit and atmosphere, conditions of facilities, personality of employer, etc. The coordinator should also use the interview to establish the employer's interest and attitude toward the cooperative vocational education program. Again, mental notes can be made and transferred to a convenient form utilized for training station selection immediately following the visitation. This visitation is only an interview and is not necessarily a call to convince an employer to participate in the cooperative vocational education program. You should keep this first visit short and not do much more than give a brief introductory statement about the program to the employer. The coordinator will want to take a look at the firm and how it operates. Since you wish to expose the student-trainees to a positive environment, it will be important to select and enlist those firms that have good community relationships. The coordinator can almost always be sure that if a firm has a training program of its own, it will be more receptive and more able to give cooperative students the training that they will require. Training is an important factor to consider in establishing selection criteria because all parties involved must clearly understand that the training station should serve primarily as a training medium rather than merely a place where a student can get paid while working. Although it is true that a student who simply has a paying job may develop some occupational competencies, it should be clear the work per se does not necessarily develop employable skills. When the employer recognizes the value and the nature of related instruction and the training plan, the student-trainee will benefit by having more challenging, varied, in-depth, and quality training experiences and will acquire skills and knowledge at a faster pace than if the situation were otherwise.

If you are convinced that the firm meets the selection criteria, you will want to schedule another time to finalize the firm's participation in your cooperative vocational education program.

CHECKLIST FOR ACTIVITY 1

Did the person completing this activity include the following in his or her training stations evaluation form?

	YES	NO
I. Adequate space for noting:		
1. Firm name, address, phone, date, owner, contact person		
2. Willingness to hire students and the number that could be handled		
3. Type of employment, hours, special requirements		
II. Rated selection criteria:		
1. Business reputation		
2. Interest of employer and employees		
3. Suitable occupations for training		
4. Working conditions and climate		
5. Suitable facilities and equipment		
6. Suitable on-the-job instruction and supervision		
7. Appropriate training experiences and opportunities		
8. Continuous employment and appropriate hours and wages		
9. Accessibility		
10. Understanding of the objectives of the cooperative vocational education program and willingness to work with appropriate program policies		
III. Adequate space for noting:		
1. Overall rating		
2. Other comments		

LEVEL OF PERFORMANCE

All items should receive a "yes" response. If any do receive a "no", discuss this with your facilitator and if necessary redo your evaluation form.

ACTIVITY 2

OVERVIEW OF ACTIVITY 2

Objective:	Upon review of the required reading, demonstrate your knowledge and understanding of the techniques used in locating training stations and the factors that should be considered in establishing training stations. Your performance will be assessed using the procedure detailed below in the *feedback* section.
Activity:	You will be reviewing *Locating and Selecting Training Stations*, p. 5.
Activity:	Under the direction of your facilitator, discuss techniques used for locating training stations and suitable criteria for selecting training stations.
Activity:	After completing the required reading, complete the *self-check*, p. 15.
Feedback:	You will be evaluating yourself by comparing your completed *self-check* with the *model answers*, p. 16.

ACTIVITY 2

SELF-CHECK

1. Explain why a business which has new facilities and equipment would not automatically qualify as a training station.

2. Explain why the attitude of a firm's employees is an important consideration in selecting a firm as a training station.

3. Compare a training station which is willing to work with a training plan with one which is not in terms of benefits to the student.

4. What is the purpose of conducting a community survey on an average of every three years?

5. Explain how civic organizations, advisory committees and the local Chamber of Commerce are helpful in locating training stations.

ACTIVITY 2

MODEL ANSWERS

1. Explain why a business which has new facilities and equipment would not automatically qualify as a training station.

   Regardless of how modern and how well equipped a business may be, if it is not willing to follow program procedure (training plans, evaluation, etc.) it will only be a "job" or work experience for the student and not a true training situation.

2. Explain why the attitude of a firm's employees is an important consideration in selecting a firm as a training station.

   Even if the employer and/or the person who is designated as the training sponsor are willing to cooperate with the program, the training experience will not be as worthwhile for the student unless all of the people with whom they have contact understand the program and are willing to help to make the experience worthwhile for the student.

3. Compare a training station which is willing to work with a training plan with one which is not in terms of benefits to the student.

   A training station which is willing to work with a training plan will insure the quality of the experience that a student receives since the total experience is planned and controlled under this set of circumstances. If a training station is unwilling to work with the training plan, the student will gain only "chance" experiences and therefore not be as well equipped upon completion of the program as would be the case if a training plan is followed.

4. What is the purpose of conducting a community survey on an average of every three years?

   Many changes occur in terms of ownership and/or management in the business community every year. It is next to impossible for a teacher-coordinator to keep up with all of these changes as they occur. Therefore, conducting a community survey about every three years helps the teacher-coordinator update information as well as add information on newly or recently established businesses.

5. Explain how civic organizations, advisory committees and the local Chamber of Commerce are helpful in locating training stations.

   Appearances before civic organizations may give the program exposure to businesses that were unfamiliar or unaware of the program as well as providing an opportunity for direct statements from business persons who are currently working with the program. Advisory committee members can actually contact other business people and help to establish training stations. The Chamber of Commerce can help by providing information (including the names and titles of persons to contact) about various businesses in the community.

APPENDIX A

EVALUATION OF TRAINING STATION

Name of Firm____________________ Date Visited______________

Address________________________ Owner's Name______________

Contact Person_____________ Title____________ Dept.________

Type of Business:________________________ No. of Workers____

Possible Beginning Jobs for Work Stations:

Job Title______________ No. of Workers at This Level_____

Job Title______________ No. of Workers at This Level_____

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
1. Interest of management in training program				
2. Interest of supervisors in trainees				
3. Suitable occupations for training				
4. Opportunity for variety of work experience				
5. Facilities available for training				
6. Employment opportunity after graduation				
7. Opportunity for advancement				
8. Pay scale commensurate with other workers in same job				
9. Potential for continuous employment				
10. Accessibility to school				
11. Lack of hazards (morals, hours, dangers)				
12. Willingness to accept trainees as part of regular work force				

OVERALL EVALUATION (Check One) EXCELLENT ( ) GOOD ( ) AVERAGE ( ) FAIR ( ) POOR ( )

Potential Job Supervisors: Name__________ Title__________ Dept.________

Name__________ Title__________ Dept.________

______________________ Coordinator

CHECK SHEET FOR SELECTING TRAINING STATIONS

Establishment____________________ Address____________________

Date____________ Owner/Manager__________ Phone No.____________

Director of Personnel__________________ Phone No.____________

FACTORS	Poor	Fair	Good	Very Good	Outstanding
Type of occupation					
Opportunities for rotation					
On-the-job supervision					
Working conditions					
Reputation					
Business climate					
Hours of employment					
Facilities and equipment					
Employer-employee relationships					
Accessibility					
Wages					

Remarks:____

____

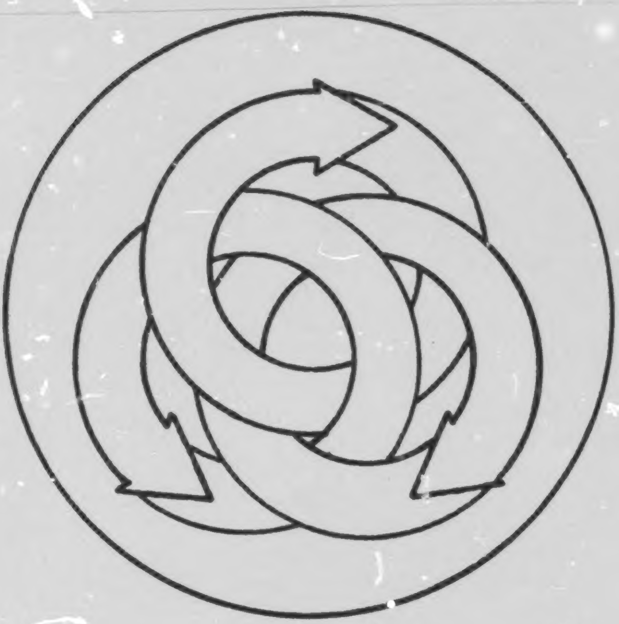
____

____

____

____

Overall Rating: Outstanding___ Very Good___ Good___ Fair___ Poor___



COORDINATING TECHNIQUES

MODULE 6

DEVELOPING TRAINING STATIONS

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In Cooperation with
Colorado State Board for Community Colleges
and Occupational Education

Under a Grant from
The Department of Health, Education, and Welfare
Office of Education
Washington, D.C.

Grant Number OEG-0-74-1650

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INTRODUCTION

Convincing employers to become participating members of your cooperative vocational education program is a challenging and satisfying coordination activity. Much planning, preparing, and organizing must be done for an effective presentation. These activities must be given a high priority. Without effective training stations, the cooperative vocational education program could not meet the goals of the student trainees. Quality training stations will pay many dividends to the student, the school, and the community. It is the teacher-coordinator's responsibility to provide the best possible training stations possible to meet student needs. The teacher-coordinator must develop skills in convincing quality employers in the community to support and participate in the cooperative vocational education program. This module is designed to aid you in convincing employers to become participating members in the cooperative vocational education program.

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HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module follows.

> Upon completion of this module, you will be able to identify the various techniques for developing a training stations and develop an outline of a presentation utilizing a packet of materials to convince an employer to become a participating member of your cooperative vocational education program.

The following objectives will help you to achieve this goal.

a. Demonstrate your knowledge and understanding of the techniques used in developing training stations and in giving an effective presentation.

b. Prepare for an effective presentation by adopting and/or revising a packet of materials in your service area to aid you in explaining the program.

c. Outline a presentation to a prospective employer.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCE MATERIALS

Video playback unit and the videotape, *Training Station Development*.

REFERENCES

Center for Vocational Education, Ohio State University, Category J Modules, 1973.

University of Northern Colorado Cooperative Handbook for Colorado.

Uthe, Elaine. The Cooperative Vocational Program--Coordination Techniques. Michigan State University, Division of Vocational Education: State Department of Education, 1972.

ACTIVITY 1

OVERVIEW OF ACTIVITY 1

Objective: After completing the required reading and viewing the tape, demonstrate your knowledge and understanding of the techniques used in developing training stations and give an effective presentation. Your performance will be assessed using the procedure detailed below in the *feedback* section.

Activity: You will be reading *Developing Training Stations*, p. 5.

Activity: Under the direction of your facilitator, discuss the various techniques used in developing training stations.

Feedback: Your facilitator will provide you with feedback concerning your understanding of the techniques used in developing training stations.

Activity: You will be viewing the videotape *Training Station Development*.

Activity: Evaluate the effectiveness of the taped presentation by completing the *checklist*, p. 9.

Feedback: Your *checklist* will be reviewed by your facilitator who will provide you with feedback concerning your knowledge of an effective presentation.

DEVELOPING TRAINING STATIONS

When developing training stations you, as a teacher-coordinator, need to approach the initial contact with a prospective employer with enthusiasm, but at the same time, with some degree of caution. You want the prospective employer to be interested in listening to you explain the benefits of participating in the cooperative vocational education program, but at the same time, you do not want to overcommit your program to the employer, as you may still be in the process of assessing the firm's potential as a training station. You may have received excellent comments about the firm from other cooperating employers and members of your advisory committee, but it is inappropriate to make the decision to sign the firm on as a training station until you have had personal contact with the prospective employer. As you develop rapport with the prospective employer through your conversation and presentation, criteria you have established for selecting training stations can be positively identified. Once these criteria have been met, you will want to convince the employer to participate.

Regardless of the situation, the first few minutes with a prospective employer, on the phone or in person, is crucial. If you have not planned, prepared, and organized an effective presentation, the employer can easily tune you out and turn you down, no matter how hard you try to convince the person otherwise. It is essential to remember that the first impression made by you as a teacher-coordinator is an all important one.

One technique that will leave an excellent impression is the utilization of a letter of introduction signed by your Board of Education, your superintendent, and/or other administrators. Most local businesspersons are familiar with these names and this can help you tremendously in making your first impression a good one. After the potential employer receives the introduction letter with a brochure about your program enclosed with the letter, you should make a phone call to set up an appointment to explain the cooperative vocational education program in greater detail. Before your appointment, be sure you have all of the materials you may need for the appointment ready and organized. A packet that is attractively put together with a brochure, literature, and forms used with the program will help you when you meet with the prospective employer. You will want to leave this with the employer for future reference. Materials which should be included in the packet are:

1. Your business card
2. A brochure giving an overview of the goals and objectives of the cooperative vocational education program as well as the various phases of the program (see Appendix A)
3. A sample training agreement
4. A sample training plan
5. A sample student progress and evaluation form
6. A sample student introduction card

If you have done the necessary preparation, you should be able to approach the prospective employer with a greater degree of confidence and a positive attitude that you might not otherwise have. Successful coordinators have found that they must first sell themselves, then sell the local cooperative vocational education program. Your ability to establish rapport with an employer will be the key to your success in convincing the employer to become a training sponsor. You need to be courteous and must be able to communicate the benefits of the program. It is also important that the person understands the amount of time, effort, and involvement required to participate in the program. You need to listen carefully to any concerns which the employer might have regarding your cooperative vocational education program and be prepared to respond to these concerns in a positive manner.

After providing the packaged set of materials and explaining the program to the employer, you should stop and ask the employer if there are any questions. Once these have been answered, you may wish to ask some questions to determine if the individual has a basic understanding of the program. You may also want to determine what the employer's needs are and how these needs may be met through your cooperative vocational education program. If the person continues to show interest, a brief explanation of other materials in your packet will provide further insight into the nature and scope of the program. Other facets of the program may also be discussed at this time--interviewing procedures, the type of students in the cooperative vocational education program, the student vocational organization, etc.

Ultimately, the coordinator needs to convince the employer to participate in the program (assuming that the firm meets the selection criteria established for training stations). In convincing the employer to participate, the teacher-coordinator may want to reinforce the fact that the program is beneficial to the firm, to the industry in general, and to the community. Point out again all of the benefits to be derived by participating in the cooperative vocational education program. Additional reinforcement can also be obtained by providing a list of training stations and the names of your advisory committee members. If you have effectively given your presentation utilizing these techniques and materials, the employer will want to participate because it will be clear that the cooperative vocational education program has been well planned.

If the employer indicates willingness to participate, at that time you should make an appointment to come back in the near future to determine what positions would be provided for your students. If positions are available immediately and the employer wants to interview students as soon as possible, determine together how your students will contact the employer for an interview. You may also arrange at this time to visit with potential and/or selected on-the-job instructors to help explain their involvement in the program. Many of the same items will be discussed and explained to them that were presented to the employer. In addition, however, this person's role and responsibility as an on-the-job instructor and supervisor should be discussed. The training plan should form the basis of this discussion so that on-the-job tasks and skills can be determined and planned with activities in the related class.

As you prepare to leave the employer, be sure you leave your business card and the packet of materials. Also be sure that an appointment has been made for your next visit.

ACTIVITY 1 CHECKLIST

In the taped presentation, did the teacher-coordinator:

	HOW WELL ACCOMPLISHED						
	Not Applicable	Did Not Accomplish	Very Poor	Poor	Average	Good	Excellent
1. Utilize a letter of introduction?.							
2. Make a proper appointment?							
3. Make a proper introduction?							
4. Make a good first impression?.							
5. Have a positive attitude?.							
6. Establish rapport?							
7. Have a business card?.							
8. Explain the basic elements of the coop program?							
9. Determine employer needs?.							
10. Have and explain appropriate materials and forms:							
a. Brochure?.							
b. Training agreement?.							
c. Training plan?							
d. Progress and evaluation form?.							
e. Student introduction card (if appropriate)?							
11. Explain specific components of the coop program?							
12. Reinforce reasons to participate in the program?							
13. Determine employment needs?.							
14. Explain student interview procedures?.							
15. Allow employer to ask questions?							
16. Listen to the employer effectively?.							
17. Explain program to selected training sponsor?.							
18. Explain training sponsor role and responsibilities?.							
19. Make a future appointment, if necessary, and take proper leave of the employer?							
20. Conduct self in a businesslike manner?							

LEVEL OF PERFORMANCE

Your checklist will be reviewed by your facilitator and will provide you with feedback concerning your knowledge of an effective presentation.

ACTIVITY 2

OVERVIEW OF ACTIVITY 2

Objective:	After reviewing the reading *Developing Training Stations* and reviewing and analyzing the forms in *Appendix A*, demonstrate your knowledge of giving an effective presentation utilizing cooperative vocational education program forms. Your performance will be assessed using the procedure detailed below in the *feedback* section.
Activity:	Review the forms in *Appendix A* and adopt and/or revise forms that you would use for your service area in giving an effective presentation to a prospective employer.
Activity:	Prepare an outline of a presentation for your service area utilizing your adopted and/or revised forms.
Feedback:	Your outline will be evaluated by your facilitator using the *checklist*, p. 12.
Optional Activity:	Simulate a presentation to a prospective employer in class with your peer group and facilitator evaluating your performance.

CHECKLIST FOR ACTIVITY 2

Did the person completing this module include the following in his or her presentation outline:

	ACCOMPLISHED	
	YES	NO
1. Necessary pre-introduction preparation?		
2. An appropriate introduction?		
3. Explanation of the basic elements of the co-op program relative to their service area?		
4. Utilization and explanation of appropriate materials and forms relative to their service area?		
5. Explanation of specific components of the program relative to their service area?		
6. Utilization of reinforcement tools to further persuade the employer to participate?		
7. A way to determine employment needs?		
8. Explanation of student interview procedures?		
9. Explanation of program to training station personnel?		
10. Making a future appointment?		
11. Means for terminating the appointment effectively?		

LEVEL OF PERFORMANCE

All items must receive a "yes" response. If any receive a "no", discuss this with your facilitator and if necessary, re-plan your presentation.

APPENDIX A

BUSINESS CARD FOR TEACHER-COORDINATOR

Cooperative Vocational Education

NAME

Teacher-Coordinator

School Name Address Telephone	Home Res. Telephone

EMPLOYERS SPONSORING STUDENTS FOR CAREERS IN BUSINESS

You may wish to remove the following brochure and fold it on the dotted lines. It should be folded so that *Employers Sponsoring Students for Careers in Business* is the front cover. Normally, a brochure of this type would be printed on a quality grade of colored stock. If you have a graphic arts program, members of that program may be of assistance or a commercial printer can be contacted.

(This section would contain information on who to contact and how to reach them.)

MARKETING AND DISTRIBUTIVE EDUCATION

1. WHAT IT IS...

A program of vocational education which prepares young men and women for careers in retail, wholesale, and the service businesses.

2. HOW IT WORKS...

The program combines and coordinates three fundamental elements.

School

1. Classroom instruction specifically for marketing and distribution.

Business

2. Sponsored on-the-job experience in business.

Youth Leadership

3. Youth organization activities specifically for the development of student leadership and community involvement in the business of marketing and distribution.

EMPLOYERS SPONSORING STUDENTS FOR CAREERS IN BUSINESS

THE EMPLOYER

- * Sponsors a high school student of his choice who desires to study the business of marketing and distribution for a career.
- * Provides the student with an opportunity to learn a business career through actual employment in cooperation with the high school marketing and distributive education program.
- * Teaches and counsels the student in cooperation and coordination with the marketing and distributive education teacher-coordinator by:
    - Working with the teacher-coordinator to develop a plan of learning for the student.
    - Guiding and teaching the student while on the job.
    - Periodically evaluating the student's progress with the teacher-coordinator.

THE STUDENT

- * Enrolls in the marketing and distributive education program because he is interested in this business field as a career.
- * Is a responsible employee while learning for several reasons.
    - The student is interested in a career and not merely a job.
    - School credit is earned by the student for his performance and learning on the job.
    - Specific related instruction in the school helps the student develop his employment skills, knowledges, and attitudes.
- * Further develops his leadership skills by participating in the Distributive Education Club - the youth organization specifically designed for the marketing and distribution career student.

THE TEACHER-COORDINATOR

- * Provides the student with classroom instruction in marketing and distributive subject areas: e g.
    - Customer relations
    - Salesmanship
    - Business ethics
    - Retail math
    - Inventory & shrinkage control
    - Merchandise care & handling
- * Visits with the student and employer periodically to coordinate the classroom instruction with the student's on-the-job learning and to evaluate with the employer the student's progress.
- * Coordinates with employers to locate students with occupational interest suited to a particular firm and assists the employer in selecting students for sponsorship.

INTRODUCTION CARD FOR JOB INTERVIEW

This card introduces ______________________________ who has applied for enrollment in the Cooperative Program. This student is interested in the position of ______________________________. This student should report to: Firm ______________________________

Address ______________________ Interviewer ______________________

Phone ______________ Appointment Date ______________ Time ______________

(SCHOOL NAME)

(ADDRESS)

(PLEASE COMPLETE THE OTHER SIDE OF
THIS CARD AND RETURN TO SCHOOL.)

____
COORDINATOR

(FRONT OF CARD)

EMPLOYER'S REPORT OF JOB INTERVIEW

Please complete this card and mail to ______________________________

EVALUATION OF STUDENT DURING INTERVIEW: NAME: ______________________

APPEARANCE:	☐ FAVORABLE	☐ ACCEPTABLE	☐ UNFAVORABLE
POISE:	☐ AT EASE	☐ COMPOSED	☐ NERVOUS
ATTITUDE:	☐ COCKY	☐ COOPERATIVE	☐ RESERVED
VERBAL EXPRESSION:	☐ CLEAR, LOGICAL	☐ UNCLEAR	☐ POOR GRAMMAR

Will accept for employment: ☐ Summer ☐ Fall

☐ Will not accept for employment. Reasons: ______________________________

____

Date ______________ Signature ______________________________

(BACK OF CARD)

TRAINING AGREEMENT

School ______ In Cooperation with ______

Employer ______

Supervisor ______

Street ______

City ______ Phone ______

Job Title ______

Daily Work Schedule

	M	T	W	T	F	S	S
From							
To							

Total Legal Working Hours Per Week ______

Trainee ______ HR. ______

Street ______

City ______ Phone ______ Zip ______

Social Security No. ______

Grade ______ Age ______ Sex: M F

Date Of Birth ______

Rate Of Pay ______ Deviation: YES NO

Date Employment Begins ______

Expected Completion Date ______

JOB ACTIVITIES			
1st. Quarter	% Time	3rd. Quarter	% Time
2nd. Quarter	% Time	4th Quarter	% Time

TITLE OF RELATED INSTRUCTION CLASS	
First Semester	Second Semester

Some Responsibilities of Program Participants:

1. Trainee will abide by the regulations and policies of his employer and the school.
2. The employer assumes the responsibility of providing the trainee with the broadest occupational experience in keeping with the job activities listed above.
3. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
4. The employment of the trainee shall conform to all federal, state, local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, or national origin.
5. The employer shall contact the coordinator before the trainee is removed from his job and notify the coordinator of any violations committed by the trainee.

Student ______ Date ______

Parent ______ Date ______

Employer ______ Date ______

School Official ______ Date ______

White — *Office Copy* Yellow — *Employer's Copy*
Pink — *School Copy* Blue — *Trainee's Copy*

TRAINING PLAN

Date ______________________________ **Student** ______________________________

By ______________________________ By ______________________________
SUPERVISOR / COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE	**USOE** **Code No.** ________	**DOT** **Code No.** ________
DOT DESCRIPTION:		

CURRENT JOB:	**USOE** **Code No.** ________	**DOT** **Code No.** ________

MAJOR TASKS	**SPECIFIC ATTITUDES DESIRED**
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**

TRAINING PLAN: BREAKDOWN OF TRAINING AND RESPONSIBILITY

Page _

Topic No.	Topics (Skills, Knowledges, Attitudes, Understandings)	Hours of Training		In-School Project No.
		Training Station	Related Class	

(Continue on another page if necessary)

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Page ______

Topic No.	Topics (Skills, Knowledges, Attitudes, Understandings)	Hours of Training		In-School Project No.
		Training Station	Related Class	

(Continue on another page if necessary)

TRAINING PLAN: RESOURCES AND REFERENCES

Page ________

List special resources and reference materials that will assist the student in learning his or her current job and in achieving his or her career objective: (a) Include job manuals, company policy statements, professional journals, product information brochures, fringe benefit materials, job instruction sheets, and other types of job or product related materials. (b) Include special instructional materials/projects available in the related class and list other speciality items that may be needed. (c) List names of persons, companies, and/or associations that the student may contact for assistance and/or information.

RESOURCES AND REFERENCES	AVAILABLE		
	TRAINING STATION	RELATED CLASS	OTHER (List)

(Continue on another page if necessary)

Page ________

RESOURCES AND REFERENCES	AVAILABLE		
	TRAINING STATION	RELATED CLASS	OTHER (List)

(Continue on another page if necessary)

TRAINING PLAN: SCHEDULE FOR PROJECTS

Page ____

Period No. __ from ____________________, 19___ to ____________________, 19___

Schedule of Tasks to be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment/or Project	Date Due	Evaluation
a.		a.		
b.		b.		
c.		c.		
d.		d.		
e.		e.		
f.		f.		
g.		g.		
h.		h.		
i.		i.		

Period No. __ from ____________________, 19___ to ____________________, 19___

Schedule of Tasks to be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment/or Project	Date Due	Evaluation
a.		a.		
b.		b.		
c.		c.		
d.		d.		
e.		e.		
f.		f.		
g.		g.		
h.		h.		
i.		i.		

Page ______

Period No. __ from ____________________, 19___ to ____________________, 19___				
Schedule of Tasks to be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment / or Project	Date Due	Evaluation
a.		a.		
b.		b.		
c.		c.		
d.		d.		
e.		e.		
f.		f.		
g.		g.		
h.		h.		
i.		i.		

Period No. __ from ____________________, 19___ to ____________________, 19___				
Schedule of Tasks to be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment / or Project	Date Due	Evaluation
a.		a.		
b.		b.		
c.		c.		
d.		d.		
e.		e.		
f.		f.		
g.		g.		
h.		h.		
i.		i.		

PROGRESS REPORT for ______________________

Evaluation Period: 1 2 3 4 5 6 From ______________________ to ______________________

By prior agreement this student was assigned to the tasks listed below. If he has been asked to work on other major tasks, please add them to the list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASKS	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXECL.	FAIR	GOOD	EXECL.	

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: gets to work on time No. of Times Absent ______ No. of Times Tardy ______				
Appearance: neat, well groomed, appropriately dressed				
Dependability: prompt, trustworthy, follows directions, meets obligations				
Adaptability: catches on fast, follows detailed instruction well, can switch jobs easily				
Ability to get along: cooperative, well mannered, has social and emotional stability				
Job Attitude: enthusiastic, a good team worker, willing to work and cooperate, desires to improve				
Initiative: Ability to work without supervision, sees things to do				
Accepts suggestions: eager to improve, seeks assistance, follows through				

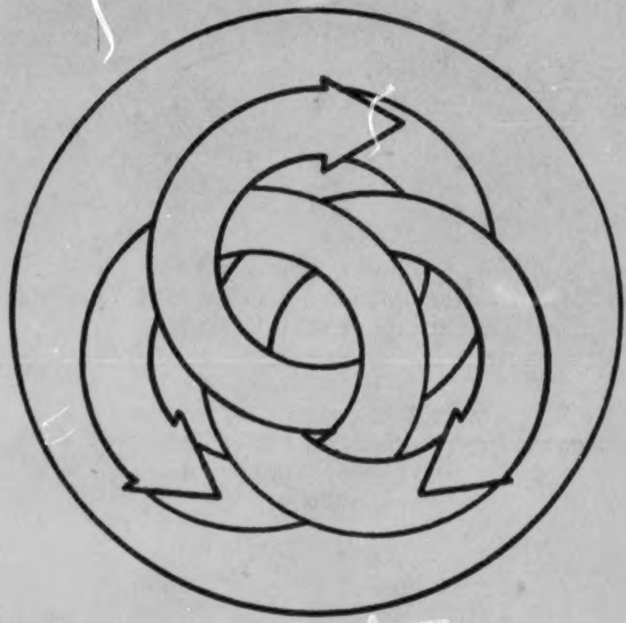
Do you think this student is performing as well as any other beginning worker in the same job? ☐ yes ☐ no ☐ not sure (Why) ______________________

Do you plan to ask the student to assume new duties in the next two months? ☐ yes ☐ no If yes, what duties? ______________________

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date ______________________ Signature ______________________

Company ______________________



COORDINATING TECHNIQUES

MODULE 7

LEGAL CONSIDERATIONS

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In Cooperation with
Colorado State Board for Community Colleges
and Occupational Education

Under a Grant from
The Department of Health, Education, and Welfare
Office of Education
Washington, D.C.

Grant Number OEG-0-74-1650

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Colorado State University
Fort Collins, CO 80523

INTRODUCTION

In your role as a teacher-coordinator for a cooperative vocational education program, you must make certain that your placement of students is in compliance with local, state, and federal labor legislation. Any violation or infringement of labor laws in placement of students from your cooperative vocational education program is certain to give it a very poor image in the community, both in and out of school.

As a teacher-coordinator, you need to be familiar with labor laws as they pertain to students in your cooperative vocational education program. It is not your duty to be an enforcer of labor laws, but it is your responsibility to inform participating employers if and when they are unknowingly violating one or more regulations.

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HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module follows.

> Upon completion of this module, you will be able to identify labor regulations as they relate to cooperative vocational education programs.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCE MATERIALS

There are no outside resources required for this module.

Optional: A local representative of the State Department of Labor.

REFERENCES

U.S. Department of Labor. Coverage Under the Fair Labor Standards Act, WH Publication 1358. Denver: Wage and Hour Division.

U.S. Department of Labor. Employment of Student Learners, WH Publication 1343 (Revised 1/72). Denver: Wage and Hour Division, 1972.

U.S. Department of Labor. Equal Pay for Equal Work, WH Publication 1209. Denver: Wage and Hour Division.

U.S. Department of Labor. Fair Labor Standards Amendments of 1974, P.L. 93-259. Denver: Wage and Hour Division.

U.S. Department of Labor. A Guide to Child Labor Provisions of the Fair Labor Standards Act, Child Labor Bulletin No. 101. Denver: Wage and Hour Division.

U.S. Department of Labor. Handy Reference Guide to the Fair Labor Standards Act, WH Publication 1282 (Revised 1975). Denver: Wage and Hour Division, 1975.

U.S. Department of Labor. Hours Worked, WH Publication 1312. Denver: Wage and Hour Division.

U.S. Department of Labor. Motor Carriers and Other Transportation Firms Under the Fair Labor Standards Act, WH Publication 1359. Denver: Wage and Hour Division.

U.S. Department of Labor. Overtime Compensation, WH Publication 1262. Denver: Wage and Hour Division.

U.S. Department of Labor. Wage and Hour Division, 721 19th Street, Denver, CO 80203, telephone--(303) 837-4405.

******

Department of Labor and Employment. Beauty Service Industry, Minimum Wage Order No. 17. Denver: Division of Labor.

Department of Labor and Employment. Laundry Industry, Minimum Wage Order No. 14. Denver: Division of Labor.

Department of Labor and Employment. Public Housekeeping Industry, Minimum Wage Order No. 16. Denver: Division of Labor.

Department of Labor and Employment. Retail Trade Industry, Minimum Wage Order No. 15. Denver: Division of Labor.

Department of Labor and Employment, Division of Labor, 1177 Grant Street, Denver, CO 80203, telephone--(303) 893-1233.

Other state labor law information is included in Appendix A (School Release Permits and Age Certificates) and Appendix B (Colorado Child Labor Law and Wages and the Payment and Collection Thereof).

ACTIVITY 1

OVERVIEW OF ACTIVITY 1

Objective: After completing the required reading, demonstrate your understanding of legal consideration in cooperative vocational education programs.

Activity: You will be reading *Legal Considerations*, p. 5.

Activity: Under the direction of your facilitator, discuss the various labor regulations which affect cooperative vocational education programs.

Feedback: Your facilitator will provide you with feedback concerning your understanding of legal considerations in cooperative vocational education programs.

Activity: After completing the required reading and the discussion, complete the *self-check*, p. 8.

Feedback: You will be evaluating yourself by comparing your completed *self-check* with the *model answers*, p. 9.

LEGAL CONSIDERATIONS

As a teacher-coordinator, you need to become familiar with labor laws and regulations as they relate to students in your cooperative vocational education program. You should be familiar with local, state, and federal labor regulations which apply to students and to the training stations in which they are placed. It is important that you realize that your role as a teacher-coordinator is not that of an enforcer but rather one of helping both the student and the employer to operate within the legal requirements.

There are six basic areas with which you need to be familiar. They are:

1) Age restrictions
2) Minimum wage and overtime pay
3) Hours of work
4) Hazardous occupations
5) Insurance
6) Minimum wage exemptions for student learners

It is an accepted practice to place students where the employer will provide a beginning wage which is at least the minimum wage for their on-the-job training. There may be times and situations where the employer will ask if it is possible to pay a student in your cooperative program less than the established minimum wage. The guidelines for this are spelled out in the Department of Labor publication entitled *Employment of Student Learners (WH Publication 1343, Revised 1/72)*. A handy guide for you as a teacher-coordinator is that such requests will not be approved by the Department of Labor if:

1) The occupation does not require a sufficient degree of skill to necessitate a substantial learning period.
2) Another worker is displaced by the student.
3) Wage rates and/or working standards of experienced workers would be depressed.
4) The occupational needs of the community or industry do not warrant the training of students at less than the statutory minimum.
5) There are flagrant violations of the Fair Labor Standards Act.
6) The number of students at subminimum rates is more than a small proportion of the establishment's working force.

Age Requirements

The Fair Labor Standards Act sets the age requirement at sixteen for employment in any occupation other than those non-agricultural occupations declared hazardous by the Secretary of Labor. The age requirement for hazardous occupations is eighteen. Fourteen and fifteen year olds may be employed during school hours.

Provisions are made for students to apply for employment in hazardous occupations by sixteen and seventeen years old provided they are enrolled in a cooperative vocational education progrom which is being supervised by the school. The guide to keep in mind is that such employment must be incidental to the training needed by the student, must be intermittent, and must be under direct and close supervision of a qualified and experienced person. Both the schools and the business must provide safety instruction for the student. A written agreement (training agreement and training plan) which specifies the conditions must be signed by the employer and the school (teacher-coordinator) and must be kept on file by both the employer and the school.

As a teacher-coordinator, you need to know that if there is *not* agreement between state and federal regulations on a particular item, the higher of the two standards must be followed. You will need to establish a file on labor regulations (see Appendices B & C for lists of titles and where to obtain them). This information is available at no charge. It is your responsibility to keep your files up to date with the most current information. Appendix B contains a copy of the Colorado Child Labor Law and also a copy of the law concerning payment of wages. You should obtain minimum wage orders which pertain to your service area and keep them on file. Should you have any questions which are not answered by any of this information, write or call the Department of Labor, as they are there to help.

ACTIVITY 1

SELF-CHECK

1. Explain how students in a cooperative vocational education program can be placed in a situation where they will be receiving some of their training in what is legally a hazardous occupation even though they are less than eighteen years of age.

2. What provisions are available for placing a student for less than the minimum wage?

3. Explain why a student in a cooperative vocational educational program is not eligible for unemployment compensation.

4. What are the guidelines on hours of employment for high school age students in a cooperative vocational education program?

5. What is the policy if federal and state labor regulations differ on a given area?

ACTIVITY 1

MODEL ANSWERS

1. Explain how students in a cooperative vocational education program can be placed in a situation where they will be receiving some of their training in what is legally a hazardous occupation even though they are less than eighteen year of age.

   Labor legislation states that students who are enrolled in cooperative programs may participate in hazardous occupations if the participation is incidental to their total training program. In these situations the employer is not subject to legal action for allowing the student to participate in the hazardous occupation.

2. What provisions are available for placing a student for less than the minimum wage?

   There is a provision which allows a student-learner in a cooperative program to be placed in a training situation at three-quarters of the current minimum wage for that occupation. There are forms which must be filed with the appropriate government agencies before this situation can legally exist.

3. Explain why a student in a cooperative vocational educational program is not eligible for unemployment compensation.

   Legislation states that students in a cooperative vocational education program are not considered regular employees in terms of being eligible for unemployment compensation and therefore cannot file for or collect unemployment compensation even if they are fired or layed off.

4. What are the guidelines on hours of employment for high school age students in a cooperative vocational education program?

   Students in a cooperative vocational education program are exempt from any restrictions on what hours of the day they may or may not work.

5. What is the policy if federal and state labor regulations differ on a given area?

   If there are both federal and state regulations on the same area (i.e. minimum wage) then the stronger (higher wage) of the two shall have the presidence in any given situation.

APPENDIX A

This permit expires

on ....

(Expiration date must not exceed 30 days from date of issue)

DEPARTMENT OF LABOR AND EMPLOYMENT
DIVISION OF LABOR — Child Labor Branch
200 East [illegible] Avenue
Denver, Colorado 80203

SCHOOL RELEASE PERMIT

For the Employer

County ....

Town ....

School District ....

Issued for employment of minors 14 and 15 years of age to work on school days during school hours in the occupation stated herein if such is not a prohibited, hazardous occupation, as defined in the Colorado Youth Employment Opportunity Act. (House Bill 1002, 1971)

This permit authorizes the employment of .... (Name of Minor)

.... (Address of Minor) by .... (Name of Employer)

.... (Address of Employer) in .... (Industry or Business)

.... (Occupation) for the hours permitted by law.

Date of Birth .... Age .... Proof of Age (specify) ....

Description: Sex .... Color of Hair .... Color of Eyes .... Height .... Weight ....

.... (Signature of Parent or Guardian)

.... (Address of Parent or Guardian)

This permit does not authorize employment contrary to the Colorado Youth Employment Opportunity Act of 1971. This permit does not authorize employment contrary to the child labor provisions of the Fair Labor Standards Act or the Walsh-Healy Public Contracts Act.

.... (Signature of Minor)

This is to certify that I have examined, approved, and filed the papers required and that the minor and his Parent or Guardian have signed this permit in my presence.

.... (Date of Issue)

.... (Signature of Issuing Officer)

*The permit shall be issued only by the school district superintendent, his agent, or some other person designated by the board of education.

.... * (Title of Issuing Officer)

.... (Mailing Address of Issuing Officer)

Permit shall be limited to require class attendance by the minor for at least three class hours each regular school day (may be waived by issuing officer in cases of extreme hardship). Specify hours to be worked during school hours ....

NOTE TO EMPLOYER: This permit must be kept on file for the duration of the minor's employment. Upon termination of the employment, the permit shall be returned directly to the issuing officer with a notation showing the date of the termination.

Form No. DLMWCL 149-R71

This comes in three parts.

Distribution -- original, employer
second, Department of Labor
third, file copy
(This form is used only for 14 and 15 year old students.)

DEPARTMENT OF LABOR AND EMPLOYMENT
DIVISION OF LABOR
Labor Claims, Minimum Wage and Child Labor Section
11[illegible]7 Grant Street • Denver, Colorado 80203

Age Certificate

For the Employer

County ....
Town ....
School ....

This is to certify that ....
Name of Minor — Address of Minor

has presented proof to the issuing officer named below that he, or she, was born on ....
Date of Birth

at ...., and is .... years old. This certificate may be used as evidence of age
Place of Birth

for purposes of the Colorado Youth Employment Opportunity Act of 1971 where an employer desires proof of age of a minor employee or prospective minor employee. This certificate does not authorize employment contrary to the Colorado Youth Employment Opportunity Act (Chapter 80-6-1 through 17, CRS 1963 as amended 1971).

Description of Minor:

Sex .... Color of Hair .... Color of Eyes .... Height .... Weight ....

The evidence of age accepted was: (Indicate which of the following)

☐ 1. Birth certificate or copy thereof or verification of date by Registrar of Vital Statistics.
☐ 2. Other documentary evidence such as Baptismal Certificate, Bible record, Passport, Insurance policy. (Specify) ....
☐ 3. School record (only if documentary evidence of age has previously been examined by school authorities.)
☐ 4. Oath of parent or guardian as to age of minor before judge or other officer of juvenile or county court.

School Hours applicable at school attended: From .... A.M. to .... P.M. Separate School Release Permit is required for minors under 16 years of age to work on regular school days between the hours given above.

....
Signature of Minor

....
Signature of Issuing Officer

Date of Issuance ....

....
Title of Issuing Officer

This certificate does not authorize employment contrary to the child labor provisions of the Fair Labor Standards Act or the Walsh-Healey Public Contracts Act.

....
Address of Issuing Officer

NOTE TO EMPLOYERS: This certificate is issued in order that the employer may have authentic evidence of the age of the minor for whom the certificate is issued. It must be kept on file by the employer for the duration of the minor's employment and upon request, returned to the minor at the termination of his employment.

FORM DL CL 168 R 73

This comes in three parts.

Distribution -- original, employer
second, Department of Labor
third, file copy

OMB Approval No. 44-R0398

U.S. DEPARTMENT OF LABOR
Employment Standards Administration

OFFICIAL USE ONLY
A. Control number__________
B. Effective date__________
C. Expiration date__________
D. Reviewing official__________

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. *PRINT OR TYPE ALL ANSWERS.*

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:

3A. NAME AND ADDRESS OF STUDENT-LEARNER:

B. DATE OF BIRTH: *(Month, day, year)*

2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD OR SERVICES RENDERED:

4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	
7. PROPOSED GRADUATION DATE *(Month, day, year)*	
8. NUMBER OF WEEKS IN SCHOOL YEAR	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	

11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?

12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	

16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:

17. TITLE OF STUDENT-LEARNER OCCUPATION:

18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	

21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:

22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*	
23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. June 1973

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING (*list courses, etc.*).

25. OUTLINE TRAINING ON-THE-JOB (*describe briefly the work process in which the student-learner will be trained and list the types of any machines used*).

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(*Print or type name of student*) — *Signature of Student* — *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(*Print or type name of official*)

Signature of School Official — *Date*

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(*Print or type name of employer or representative*)

Signature of employer or representative — *Date*

Title

ATTACH SEPARATE SHEETS IF NECESSARY

APPENDIX B

Form DL-158 (R74)

Colorado Child Labor Law
effective March 31, 1971

Address inquiries to:

DEPARTMENT OF LABOR AND EMPLOYMENT

DIVISION OF LABOR

Labor Claims, Minimum Wage and Child Labor Section
1177 Grant Street
Denver, Colorado 80203

ARTICLE 6

COLORADO YOUTH EMPLOYMENT OPPORTUNITY ACT

80-6-1. Short title. This article shall be known and may be cited as the "Colorado Youth Employment Opportunity Act of 1971."

80-6-2. Declaration of purpose. It is declared to be the policy of this state to foster the economic, social, and educational development of young people through employment. Work is an integral factor in providing a sense of purpose, direction, and self-esteem, necessary to the overall physical and mental health of an individual. In the first part of this century, state and federal laws and regulations were needed to prevent the exploitation of child labor. Unfortunately, such legislation also has tended, on occasion, to limit and curtail opportunities for minors to participate in reasonable work experiences. Young people, especially those who have completed high school or occupational training and no longer are in school, should not be denied employment opportunities because of arbitrary minimum age limits. Work, however, should be coordinated with schooling whenever appropriate; work and study combined must be developed in the interest of the youth to be trained.

80-6-3. Definitions. (1) For purposes of this article:

(2) "Commission" means the Industrial Commission of Colorado.

(3) "Division" means the Division of Labor in the Department of Labor and Employment, and "Director" means the Director of the Division of Labor.

(4) "Minor" means any person under the age of eighteen, except a person who has received a high school diploma or a passing score on the general educational development examination. The State Board of Education may administer the general educational development examination to any minor seventeen years of age or older who wishes to be considered an adult for the purpose of this article, provided such person is qualified to take the examination under the standards established by the State Board of Education.

(5) "School day" means any day when normal classes are in session during the regular school year in the school district.

(6) "School hours" means that period during which the student is expected to be in school in the school district.

(7) "Employment" means any occupation engaged in for compensation in money or other valuable consideration, whether paid to the minor or to some other person, including, but not limited to, occupation as a servant, agent, subagent, or independent contractor.

80-6-4. Exemptions. (1) (a) The provisions of this article, except 80-6-10, shall not apply to the following:

(b) School work; supervised educational activities.

(c) Home chores.

(d) Work done for a parent or guardian, except where the parent or guardian receives any payment therefor.

(e) Newsboys and newspaper carriers.

(2) Any minor employed as an actor, model, or performer shall be exempt from the provisions of subsection (1) of section 80-6-5.

(3) The Director may grant exemptions from any provision of this article, except for sections 80-6-13 and 80-6-14, for an individual minor if he finds that such an exemption would be in the best interests of the minor involved. In granting exemptions, the Director shall consider, among other things, the previous training which the minor has received in his proposed occupation and his knowledge of the proper safety measures to be taken in connection with such occupation. The Director may require any applicant for an exemption from section 80-6-10 to submit to a test of his ability to perform the skills required for the proposed occupation. Such tests may be administered by a community and technical college, a proprietary school, or any other institution which offers courses in the skills required, which courses are approved by the State Board for Community Colleges and Occupational Education.

(4) Any employer, minor, minor's parent or guardian, school official, or youth employment specialist may request an exemption, as provided in subsection (3) of this section, from a provision of this article.

80-6-5. Minimum age requirements - maximum hours of work.

(1) No minor under the age of fourteen shall be permitted employment in this state except as authorized by sections 80-6-4, 80-6-6, and 80-6-7.

(2) On school days, during school hours, no minor under the age of sixteen shall be permitted employment except as provided in section 80-6-13: and after school hours, no minor under the age of sixteen shall be permitted to work in excess of six hours unless the next day is not a school day.

(3) Except for babysitters, no minor under the age of sixteen shall be permitted to work between the hours of nine-thirty p.m. and five a.m., except as authorized by section 80-6-4 (2), unless the next day is not a school day.

(4) Except for the provisions of subsection (5) of this section, no employer shall be permitted to work a minor more than forty hours in a week, or more than eight hours in any twenty-four hour period. In case of emergencies which may arise in the conduct of an industry or occupation (not subject to a wage order promulgated under article 7 of this chapter) the Director may authorize an employer to allow a minor to work more than eight hours in a twenty-four hour period. In such emergencies an employee shall be paid at a rate of one and one-half times his time rate as determined in accordance with the provisions of section 80-7-5, C.R.S. 1963, for each hour worked in excess of forty hours in a week.

(5) In seasonal employment for the culture, harvest, or care of perishable products where wages are paid on a piece basis as determined in accordance with the provisions of section 80-7-5, C.R.S. 1963, a minor fourteen years of age or older may be permitted to work hours in excess of the limitations of subsection (4), provided that in no case will he be permitted to work more than twelve hours in any twenty-four hour period, nor more than thirty hours in any seventy-two hour period, except that a minor fourteen or fifteen years of age may work more than eight hours per day on only ten days in any thirty day period. Overtime wage provisions of subsection (4) shall not apply to this subsection (5).

80-6-6. Permissible occupations at age nine or older. (1) (a) Subject to the limitations of sections 80-6-5 and 80-6-10, any minor at age nine or older shall be permitted employment in any of the following non-hazardous occupations:

(b) Delivery of handbills, advertising, and advertising samples.

(c) Shoeshining.

(d) Gardening and care of lawns, involving no power-driven lawn equipment.

(e) Cleaning of walks, involving no power-driven snow removal equipment.

(f) Casual work usual to the home of the employer, and not specifically prohibited in this article.

(g) Caddying on golf courses.

(h) Any other occupation which is similar to those enumerated in this subsection (1) and is not specifically prohibited by this article.

80-6-7. Permissible occupations at age twelve or older. (1) (a) Subject to the limitations of sections 80-6-5 and 80-6-10, any minor at age twelve or older shall be permitted employment in any of the following non-hazardous occupations:

(b) Sale and delivery of periodicals, and door-to-door selling of merchandise and the delivery thereof.

(c) Babysitting.

(d) Gardening and care of lawns, including the operation of power-driven lawn equipment if such type of equipment is approved by the Division or if the minor has received training conducted or approved by the Division in the operation of the equipment.

(e) Cleaning of walks, including the operation of power-driven snow removal equipment.

(f) Agricultural work, except for that declared to be hazardous under the Fair Labor Standards Act of 1938, as amended. However, it is the intent of the general assembly that migrant children eligible for attendance at migrant schools should be encouraged to attend such schools.

(g) Any other occupation which is similar to those enumerated in this subsection (1) and is not specifically prohibited by this article.

80-6-8. Permissible occupations at age fourteen. (1) (a) In addition to the occupations permitted by sections 80-6-6 and 80-6-7, and subject to the limitations of sections 80-6-5 and 8-6-10, any minor, fourteen years of age or older, shall be permitted employment in any of the following occupations:

(b) Any non-hazardous occupation in manufacturing.

(c) Public messenger service, and errands by foot, bicycle, and public transportation.

(d) Operation of automatic enclosed freight and passenger elevators.

(e) Janitorial and custodial service, including the operation of vacuum cleaners and floor waxers.

(f) Office work and clerical work, including the operation of office equipment.

(g) Warehousing and storage, including unloading and loading of vehicles.

(h) Non-hazardous construction and non-hazardous repair work. The operation of motor vehicles shall be subject to article 4 of chapter 13, C.R.S. 1963.

(i) Any occupation in retail food service.

(j) Any occupation in gasoline service establishments including, but not limited to, dispensing gasoline, oil, and other consumer items; courtesy service; car cleaning, washing, and polishing; the use of hoists where supervised; and changing tires, except that no minor may inflate or change tires on any tire mounted on a rim equipped with a removable retaining ring. The operation of motor vehicles shall be subject to article 4 of chapter 13, C.R.S. 1963.

(k) Any occupation in retail stores including cashiering, selling, modeling, art work, work in advertising departments, window trimming, price marking by hand or machine, assembling orders, packing and shelving, or bagging and carrying out customers' orders.

(l) Any occupation in restaurants, hotels, motels, or other public accommodations, except the operation of power food slicers and grinders.

(m) Any occupation related to parks or recreation including but not limited to recreation aides and conservation projects.

(n) Any other occupation which is similar to those enumerated in this subsection (1) and is not specifically prohibited by this article.

80-6-9. Permissible occupations at age sixteen. In addition to the occupations permitted by sections 80-6-6, 80-6-7, and 80-6-8, and subject to the limitations of sections 80-6-5, and 80-6-10, any minor, sixteen years of age or older, shall be permitted employment in any occupation which involves the use of a motor vehicle, if the minor is licensed to operate the motor vehicle for such purpose pursuant to article 4 of chapter 13, C.R.S. 1963.

80-6-10. Hazardous occupations prohibited for minors. (1) (a) No minor shall be permitted employment in any occupation declared to be hazardous in subsection (2) of this section, unless such minor is fourteen years of age or older and he is employed:

(b) Incidental to or upon completion of a program of apprentice training as approved and accredited by the state apprenticeship council;

(c) Incidental to or upon completion of a student-learner program of occupational education under the auspices of a public school, junior college, community and technical college, federally funded work-training programs, or proprietary school approved by the State Board for Community Colleges and Occupational Education.

(d) Upon completion of any other program of training approved by the State Board for Community Colleges and Occupational Education; or

(e) Upon completion of a program of occupational education conducted outside this state which the Director determines offers instructional quality and content comparable to that offered in programs certified by the State Board for Community Colleges and Occupational education.

(2) (a) The following occupations are declared to be hazardous;

(b) Operation of any high pressure steam boiler, or high temperature water boiler.

(c) Work which primarily involves the risk of falling from any elevated place located ten feet or more above the ground except that work defined as agricultural involving elevations of twenty feet or less above ground.

(d) Manufacturing, transporting, or storing of explosives.

(e) Mining, logging, oil drilling, or quarrying.

(f) Any occupation involving exposure to radioactive substances or ionizing radiation.

(g) Operation of the following power-driven machinery: woodworking machines, metal forming machines, punching or shearing machines, bakery machines, paper products machines, shears, and automatic pin-setting machines, and any other** power-driven machinery which the Commission determines to be hazardous.

(h) Slaughter of livestock, and rendering and packaging of meat.

(i) Occupations directly involved in the manufacture of brick or other clay construction products or of silica refractory products.

(j) Wrecking or demolition, but not inlcuding manual auto wrecking.

(k) Roofing.

(l) Occupations in excavation operations.

(3) The Commission shall promulgate regulations, in accordance with section 3-16-2, C.R.S. 1963, to define the occupations prohibited under this section and to prescribe what types of equipment shall be required to make an occupation nonhazardous for minors.

80-6-11. Age Certificates. (1) Any employer desiring proof of the age of any minor employee or prospective employee may require the minor to submit an age certificate. Upon request of a minor, an age certificate shall be issued by or under the authority of the school superintendent of the district or county in which the applicant resides. The superintendents, principals, or headmasters of independent or parochial schools shall issue age certificates to minors who attend such schools.

(2) The age certificate shall show the age of the minor, the date of his birth, the date of issuance of the certificate, the name and position of the issuing officer, the name, address, and description of the minor, and what evidence was accepted as proof of age. The age certificate shall also show the school hours applicable and shall state that a separate school release permit is required for minors under sixteen to work on regular school days during such school hours. It shall be signed by the issuing officer and by the minor in his presence.

(3) An age certificate shall not be issued unless the minor's birth certificate or a photocopy or extract thereof is exhibited to the issuing officer, or unless such evidence was previously examined by the school authorities and the information is shown on the school records. If a birth certificate is not available, other documentary evidence such as a baptismal certificate or a passport may be accepted. If such evidence is not available, the parent or guardian shall appear with the minor and shall make an oath before the judge or other office of the juvenile or county court as to the age of the minor.

(4) The employer shall keep an age certificate received by him for the duration of the minor's employment and shall keep on file all age certificates where they may be readily examined by an agent of the Division of Labor. Upon termination of employment, and upon request, the certificate shall be returned to the minor.

80-6-12. Proof of a high school diploma, a passing score on the general educational development examination, or completion of a vocational education program. Any employer may require proof of a high school diploma, a passing score on the general educational development examination, or completion of a vocational education program. The employer shall be required to maintain a record of such high school diploma, proof of a passing score on the general educational development examination or completion of a vocational education program.

80-6-13. School release permit. (1) (a) Any minor fourteen or fifteen years of age who wishes to work on school days during school hours shall first secure a school release permit. The permit shall be issued only by the school district superintendent, his agent, or some other person designated by the board of education. The school release permit shall be issued only for a specific position with a designated employer. The permit shall be for a specific length of time not to exceed thirty days. The permit shall be cancelled upon the termination of such employment and shall be issued only in the following circumstances:

(b) If the minor is to be employed in an occupation not prohibited by section 80-6-10 and as evidence thereof presents a signed statement from his prospective employer; and

(c) If the parent or guardian of the minor consents to the employment; and

(d) If the issuing officer believes the best interest of the minor will be served by permitting him to work.

(2) The school release permit shall show the name, address, and description of the minor, the name, and address of the employer, the kind of work to be performed, the hours of exemption, and shall also require the signature of the parent and the minor in the presence of the issuing officer.

(3) In as much as it is desirable and practical to encourage school attendance by minors at least part-time, no school release permit shall be issued under this section unless limited to require class attendance by the minor for at least three class hours each regular school day, except that in cases of extreme hardship class attendance may be waived if the issuing officer determines that such action would be in the best interest of the minor.

(4) If the issuing officer is in doubt about whether the proposed employment is in accordance with this article, he shall consult with the Division before issuing the permit.

(5) Upon termination for any reason of the employment authorized, the employer shall return the school release permit directly to the issuing officer with a notation showing the date of termination.

(6) The issuing officer is authorized to cancel a school release permit, if the issuing officer detemines that such action would be in the best interest of the minor. If a school release permit is cancelled, for reasons other than the termination of employment for which the permit was granted, the minor shall be entitled to a review of the cancellation by the court having jurisdiction of juvenile matters in the county in which the minor resides, in accordance with the procedures established by section 80-6-14.

80-6-14. Appeal from the denial or cancellation of a school release permit. (1) If a minor is refused a school release permit or has had a school release permit cancelled, for reasons other than the termination of employment for which the permit was granted, he shall be entitled to review by the court having jurisdiction of juvenile matters in the county in which the minor resides, in accordance with the procedures described in this section.

(2) The official who refused to issue or cancelled the school release permit shall, upon demand made within five days after the refusal or cancellation, promptly furnish the minor

and his parent or guardian with a written statement of the reasons for such refusal or cancellation.

(3) Within five days after the receipt of such statement, the minor and his parent or guardian may petition the court for an order directing the issuance or re-issuance of a school release permit. The petition shall state the reasons why the court should issue such an order, and the petitioner shall attach to such petition the statement of the issuing officer obtained as provided in subsection (2) of this section.

(4) The court shall hold a hearing and receive such further testimony and evidence as it deems necessary. If the court finds that the issuance or re-issuance of a permit would be in the best interest of the minor, it shall grant the petition.

(5) No fee shall be charged by the court in such proceedings.

80-6-15. Director of the Division of Labor - powers and duties - Industrial Commission - rules and regulations. (1) The Director shall enforce the provisions of this article.

(2) The Director shall take the necessary steps to inform employers, school authorities, and the general public regarding the provisions of this article, and he shall work with other public and private agencies to minimize the obstacles to legitimate employment of minors.

(3) The Director shall receive and investigate complaints and may from time to time visit employers at reasonable times and inspect pertinent records to determine compliance with this article.

(4) If investigation of any place of employment or complaint discloses a violation of this article, the Director shall give the employer written notice describing the violation and specifying the provisions of this article which such employer is allegedly violating. Within ten days of receipt of such notice of violation, the employer may file a written request for a hearing on the issue of whether such violation exists, which hearing shall be conducted in accordance with section 3-16-4, C.R.S. 1963. After a hearing concerning a violation of this article, or after the expiration of twenty days after the issuance of a notice of violation during which the employer has neither requested a hearing nor ceased the conduct found to be in violation. At any time thereafter, the Director may issue a final order requiring the employer to cease and desist the conduct found to be in violation. At any time thereafter, the Director may order the violating employer to pay a penalty of twenty dollars for each offense. Each day that the conduct constituting the violation is continued after the order is made final, and each minor employed in violation of this article, constitutes a separate offense. The order imposing the penalty shall become final upon issuance and the penalty shall be due and payable thirty days after the order assessing the penalty is

entered, unless prior to that time the order has been modified or a hearing on the penalty has been requested as provided by section 3-16-4, C.R.S. 1963. All penalties imposed by this section shall be collected as provided in section 80-1-46, C.R.S. 1963.

(5) The findings, orders, and penalties made by the Director shall be subject to review by the Industrial Commission. Such findings, orders, and penalties of the commission shall be subject to judicial review pursuant to section 3-16-5, C.R.S. 1963.

(6) The Director may apply for an injunction in any court of competent jurisdiction to enjoin any person from committing any act prohibited by this article.

(7) The Commission, in accordance with section 3-16-2, C.R.S. 1963, shall promulgate rules and regulations more specifically defining the occupations and types of equipment permitted or prohibited by this article.

80-6-16. Violations - penalties. (1) Any person, having legal responsibility for a minor under the age of eighteen years, who knowingly permits such minor to be employed in violation of this article, is guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine of not less than twenty dollars nor more than one hundred dollars for each offense.

(2) Any person, firm, or corporation, or any agent, manager, superintendent, or foreman of any firm or corporation, who, by himself or through an agent, subagent, foreman, superintendent, or manager shall knowingly violate or knowingly fail to comply with any of the provisions of this article shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine of not less than one hundred dollars nor more than five hundred dollars, or by imprisonment in the county jail for not longer than ninety days, or by both such fine and imprisonment.

80-6-17. Minors covered by workmen's compensation. All minors, whether lawfully or unlawfully employed, shall be subject to the rights and remedies of the "Workmen's Compensation Act of Colorado," Chapter 81, C.R.S. 1963, if the employer is included with the meaning of section 81-2-6, C.R.S. 1963.

*Pursuant to 80-6-15 (7), the Industrial Commission more specifically defines the "operation" of power food slicers and grinders to include the occupations of operating, assisting to operate, or setting up, adjusting, repairing, oiling, or cleaning any power food slicer or grinder.

**Other includes any power food slicer or food grinder.

CONCERNING WAGES AND THE PAYMENT AND COLLECTION THEREOF: AND PROVIDING PENALTIES FOR VIOLATION OF THIS ACT.

Be It Enacted by the General Assembly of the State of Colorado:

80-8-1. Definitions. (1) Whenever used in this act "employer" includes every person, firm, partnership, association, corporation, receiver, or other officer of court in Colorado, and any agent or officer thereof, of the above mentioned classes, employing any person in Colorado, provided, however, that the provisions of this act shall not apply to counties, cities and counties, municipal corporations, quasi municipal corporations, school districts, and irrigation, reservoir, drainage conservation company or district organized and existing under the laws of Colorado.

(2) "Wages" or "compensation" subject to the provisions of this act shall include all amounts for labor or service performed by employees, whether the amount is fixed or ascertained by the standard of time, task, piece, commission basis, or other method of calculating the same or whether the labor or service is performed under contract, subcontract, partnership, subpartnership, station plan, or other agreement for the performance of labor or service, provided, that the labor or service to be paid for is performed personally by the person demanding payment.

(3) "Employee" shall mean any person performing labor or services for the benefit of an employer in which the employer may command when, where, and how much labor or services shall be performed.

(4) "Commission" shall mean Industrial Commission of Colorado.

"Division" shall mean the Division of Labor in the Department of Labor and Employment.

"Director" shall mean the director of the Division of Labor.

(5) The word "credit" as used herein shall be construed to mean an arrangement or understanding with the bank or other drawee for the payment of such order, check, draft, note, memorandum, or other acknowledgement of indebtedness.

80-8-2. Payment of wages-script prohibited. (1) No employer or agent or officer thereof, shall issue, in payment of or as an evidence of indebtedness for wages due an employee, any order, check, draft, note, memorandum, or other acknowledgement of indebtedness, unless the same is negotiable, and is payable upon demand without discount in cash at a bank organized and existing under the general banking laws of the state of Colorado or the United States, or at some established place of business in the state, and the name and address of the drawee shall appear upon the face of the order, check, draft, note, memorandum, or other acknowledgement of indebtedness; provided the foregoing shall not apply to a public utility engaged in interstate commerce and otherwise subject to the power of the Public Utilities Commission. At the time of the issuance of same the maker or drawer shall have sufficient funds in, or credit with, the bank or other drawee for the payment of same. Where such order, check, draft, note, memorandum, or other acknowledgement of indebtedness is protested or dishonored, on the ground of insufficiency of funds or credit, the notice of memorandum of protest or dishonor thereof shall be admissible as proof of presentation, nonpayment, and protest.

(2) No employer or agent of officer thereof shall issue in payment of wages due, or wages to become due an employee, or as an advance on wages to be earned by an employee, any scrip, coupons, cards, or other things redeemable in merchandise, unless such scrip, coupons, cards, or other things may be redeemed in cash when due. But nothing herein contained shall be construed to prohibit an employer from guaranteeing the payment of bills incurred by an employee for the necessaries of life or for the tools and implements used by such employee in the performance of his duties.

80-8-3. Funds available to pay wages. (1) Every person, firm, association, corporation, or agent, manager, superintendent, or officer thereof, engaged in the business of extracting or of extracting and refining or reducing metals or minerals other than petroleum, or other than parties having a free unencumbered title to the fee simple of the property being worked, and also other than mining partnerships in respect to the members of the partnerships, must, before commencing work in any period for which a single payment of wages is to be made, have on hand either physically or by deposit with a bank or trust company, in the county where such property is located, or, if there is no bank or trust company in the county, then in the bank or trust company nearest the property, cash or readily salable securities of a market value equivalent to such cash, or accounts receivable payable in the normal course of business prior to the next pay day, in a sufficient amount to make the payment of wages without discount or loss to any person employed in the mining property for such period.

80-8-4. Termination of employment-penalty. (1) Whenever there occurs an interruption in the employer-employee relationship by volition of the employer, the wages or compensation for labor or service earned and unpaid at the time of such discharge shall become due and payable immediately. Whenever an employee not having a written contract for a definite period quits or resigns his employment, the wages or compensation shall become due and payable upon the next regular pay day, unless such employee shall have given seventy-two hours previous notice of his intention to quit, in which latter case such employee shall be entitled to his wages or compensation within three business days after the time of quitting.

(2) Nothing contained in subsection (1) of this section shall limit the right of an employer to set off any lawful charges or indebtedness owing by the employee to the employer or require the payment at the time employment is severed of compensation not yet fully earned under the compensation agreement between the employee and employer, whether written or oral.

(3) If an employer refuses to pay wages or compensation in accordance with subsection (1) of this section upon request by the employee and without a good-faith legal justification for such refusal, the employer shall become liable to the employee, in addition to the compensation legally proven to be due, an amount equal to fifty percent thereof as a penalty for such refusal.

80-8-5. Pay periods and pay days. (1) All wages or compensation, other than those mentioned in section 80-8-4, earned by any employee in any employment, other than that specified in subsection (3) of this section, shall be due and payable for regular pay periods of no greater duration than one calendar month or thirty days whichever is longer, and on regular pay days no later than ten days following the close of each pay period, unless the employer and the employee shall mutually agree on any other alternative period of wage or salary payments.

(2) In agricultural and horticultural pursuits and in stock or poultry raising, when the employee in such employments is boarded and lodged by the employer, all wages or compensation earned by an employee in such employment shall be due and payable for regular periods of no greater duration than one month and on pay days no later than ten days following the close of each pay period.

(3) Nothing contained in this article shall apply to compensation payments due an employee under a profit-sharing plan, a pension plan, or other similar deferred compensation programs.

80-8-6. Earlier payment of wages. (1) Nothing contained in this act shall in any way limit or prohibit the payment of wages or compensation at earlier dates or at more frequent intervals, or in greater amounts, or in full when or before due.

80-8-7. Notice of pay days. (1) Every employer shall post and keep posted conspicuously at the place of work, if practicable, or otherwise where it can be seen as employees come or go to their place of work, or at the office or nearest agency for payment kept by the employer, a notice specifying the regular pay days and the time and place of payment, in accordance with the provisions of section 6 of this act, and also any changes concerning them that may occur from time to time.

80-8-8. Discharge-strikes. (1) Every employee who is discharged shall be paid at the place of discharge, and every employee who quits or resigns shall be paid at the office or agency of the employer in the county or city and county where such employee has been performing the labor or service for the employer. All pay of money or compensation shall be made in the manner provided by law.

(2) In the event of any strike, the unpaid wages or compensation earned by such striking employee shall become due and payable on the employer's next regular pay day, and the payment or settlement shall include all amounts due such striking employee, without

abatement or reduction, and the employer shall return to each such striking employee, upon request, any deposit or money or other quaranty required by the employer from such employee for the faithful performance of the duties of the employment.

80-8-9. Penalties. (1) Every employer who shall fail to pay the wages of each of his or its employees shall forfeit to the people of the state the sum of FIFTY dollars for each such failure to pay each employee, to be recovered by the Director in a civil action.

(2) Such action shall be brought in the name of "The People of the State of Colorado" and the Director is hereby delegated the authority to so proceed in the name of the people and his attorneys are hereby delegated the authority to act for and on behalf of the people in bringing such actions. All money recovered therein shall be deposited with the state treasurer to become a part of the general fund of the state. When action to recover such penalties is brought, no court costs of any nature shall be payable to the state by the Director in connection with same and any sheriff or constable requested by the Director to serve the summons in said action upon any defendant within his jurisdiction, shall do so without cost to the Director, EXCEPT that he must specify, when he returns the summons, what costs he would legally have been entitled to for such service, and such costs and the other regular court costs that would have accrued were said action not an official action shall be made a part of any judgment recovered by the plaintiff and shall be paid out of the first money recovered on said judgment before any money collected is sent to the state treasurer. Several causes of action for said penalties may be united in the same action without being separately stated and a demand shall be necessary as a prerequisite to the bringing of any action for such penalties, the Director being hereby given full power on behalf of the state to accept and receipt for any penalties so paid, with or without suit.

80-8-10. Payment of undisputed amounts. (1) In case of a dispute over wages, the employer shall pay, without condition, and within the time set by this act, all wages or parts of wages, conceded by him to be due, leaving to the employee all remedies he or she might otherwise be entitled to as to any balance he or she may claim.

80-8-11. Enforcement. (1) It shall be the duty of the Director to inquire diligently for any violation of this act, and to institute the actions for penalties provided for in this act in such cases as he may deem proper, and to enforce generally the provisions of this article.

80-8-12. Duties of district or city attorneys. (1) Nothing contained in this article shall be construed to limit the authority of the district attorney of any county or city and county, or the city attorney of any city to prosecute actions for such violations of this article as may come to his knowledge, or to enforce the provisions of this article independently and without specific direction of the Director or to limit the right of any wage claimant to sue directly or through an assignee for any wages or penalty due him or her under the provisions of this article.

80-8-13. Enforcement of subpoenas. All courts shall take judicial notice of the seal of the industrial commission of Colorado and the seal of the Director of the Division of Labor. Obedience to subpoenas issued by the industrial commission or the Director or their duly authorized representatives, shall be enforced by the courts in any county or city and county, AS PROVIDED IN SECTION 3-16-4 (5), C.R.S. 1963, if said subpoenas do not call for any appearance at a distance greater than ONE HUNDRED miles.

80-8-14. Employee may recover attorney fee. Whenever it shall become necessary for an employee to commence a civil action for the recovery or collection of wages and penalties due as provided by sections 80-8-4 and 80-8-5, the judgment in such action shall include a reasonable attorney fee in favor of the winning party, to be taxed as part of the costs of the action.

80-8-15. Tips sole property of employee--notice posted. It shall be unlawful for any employer engaged in any business where the custom prevails of the giving of presents, tips, or gratuities by patrons thereof to an employee or employees of said business, to assert any claim to, or right of ownership in, or control over, such presents, tips, or gratuities, and such presents, tips, or gratuities shall be the sole property of the employee or employees of said business, unless the employer shall post in his place of business, in a conspicuous place, a printed card, at least twelve inches by fifteen inches in size, containing thereon a notice to the general public in letters at least one-half inch high, that all presents, tips, or gratuities given by any patron of said business to an employee or employees thereof are not the property of said employee or employees, but belong to the employer. Nothing herein contained shall prevent an employer covered hereby from requiring employees to share or allocate such present, tips, or gratuities or a pre-established basis among the employees of such business.

80-8-16. Penalty for violation. Any employer who shall violate the provisions of section 80-8-15 shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be punished by a fine of not more than three hundred dollars or by imprisonment, at the discretion of the court.

80-8-17. Refusal to make payment. False denial of amount or validity of wages--misdemeanor. (1) In addition to any other penalty imposed by this article, an employer is guilty of a misdemeanor who falsely denies the amount of a wage claim or the validity thereof, or that the same is due, with intent to secure for himself, or other person, any discount upon such indebtedness or with intent to annoy, harass, oppress, hinder, delay, or defraud the person to whom such indebtedness is due.

(2) Any person who violates subsection (1) of this section shall be deemed guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine of not more than three hundred dollars, or by imprisonment in the county jail for not more than thirty days or by both such fine and imprisonment, at the discretion of the court. If any provision of this act, or the application thereof to any person or circumstances, is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

APPENDIX C

APPENDIX C

U.S. Department of Labor. Coverage Under the Fair Labor Standards Act, WH Publication 1358. Denver: Wage and Hour Division.

U.S. Department of Labor. Employment of Student Learners, WH Publication 1343 (Revised 1/72). Denver: Wage and Hour Division, 1972.

U.S. Department of Labor. Equal Pay for Equal Work, WH Publication 1209. Denver: Wage and Hour Division.

U.S. Department of Labor. Fair Labor Standards Amendments of 1974, P.L. 93-259. Denver: Wage and Hour Division.

U.S. Department of Labor. A Guide to Child Labor Provisions of the Fair Labor Standards Act, Child Labor Bulletin No. 101. Denver: Wage and Hour Division.

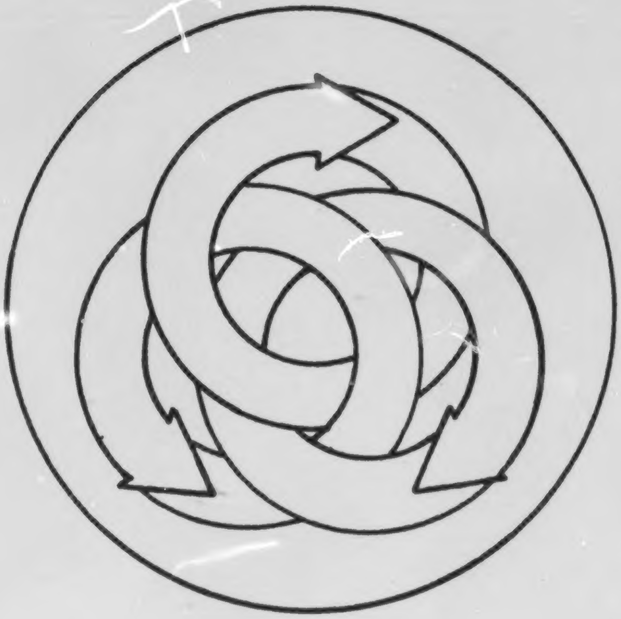
U.S. Department of Labor. Handy Reference Guide to the Fair Labor Standards Act, WH Publication 1282 (Revised 1975). Denver: Wage and Hour Division, 1975.

U.S. Department of Labor. Hours Worked, WH Publication 1312. Denver: Wage and Hour Division.

U.S. Department of Labor. Motor Carriers and Other Transportation Firms Under the Fair Labor Standards Act, WH Publication 1359. Denver: Wage and Hour Division.

U.S. Department of Labor. Overtime Compensation, WH Publication 1262. Denver: Wage and Hour Division.

Federal: U.S. Department of Labor
Wage and Hour Division
721 19th Street
Denver, CO 80203
Telephone: (303) 837-4405



COORDINATING TECHNIQUES

MODULE 8

PLACING STUDENTS

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In Cooperation with
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Under a Grant from
The Department of Health, Education, and Welfare
Office of Education
Washington, D.C.

Grant Number OEG-0-74-1650

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INTRODUCTION

The next step in your cooperative vocational education program is to make certain that your students are ready for their interviews with the prospective training station employers. As a teacher-coordinator, you have the responsibility of preparing students in advance of the interview by helping them acquire the necessary skills and complete all necessary forms. You also have the responsibility of seeing that the students fully understand their responsibility in the cooperative vocational education program.

This module is intended to help you develop all of the skills and competencies you will need in this area.

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HOW TO USE THE MODULE

This module contains an introduction, list of needed resource materials, references, and activities. The required references and the activities will provide you with background information. The activities will lead you to an opportunity to actually use the background information in a trial situation.

The goal for this module follows.

> Upon completion of this module, you will be able to place students in appropriate training stations using an identified procedure.

The following objectives will help you to achieve this goal.

a. Identify methods of placing students in appropriate training stations.

b. Determine procedure for placing students.

PROCEDURE

After reading the introduction, goal, and objectives, you should be able to determine how much of this module you will need to complete in order to have the competency stated in the goal. With the approval of your facilitator, you may wish to proceed to the next module without completing all of the activities in this module.

RESOURCE MATERIALS

There are no outside resources required for this module.

REFERENCES

Center for Vocational Education, Ohio State University, Category J Modules, 1973.

Mason, Ralph E. and Haines, Peter L. Cooperative Occupational Education and Work Experience in the Curriculum, Second Edition. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K. Coordination in Cooperative Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

ACTIVITY 1

OVERVIEW OF ACTIVITY 1

Objective: After completing the required reading and participating in a discussion on placing students, demonstrate your knowledge of the procedures and documents used for student placement. Your performance will be assessed using the procedure detailed below in the *feedback* sections.

Activity: You will be reading *Placing the Student*, p. 5.

Activity: Under the direction of your facilitator, discuss placing students.

Feedback: Your facilitator will provide you with feedback concerning your understanding of placing students.

Activity: Develop a checklist to use in placing students from your cooperative vocational education program.

Feedback: Your checklist will be reviewed by your facilitator who will provide you with feedback concerning your checklist.

Optional Activity: You may wish to meet with an active teacher-coordinator from your service area and discuss placing students.

PLACING THE STUDENT

Once you have recruited and screened students to participate in your cooperative vocational education program, you are faced with the task of placing, in training stations, those students who have met your program criteria. In Module 5 you learned how to locate and select training stations. At this point you need to realize that in most instances you will want to establish your training stations in view of the needs and wants of your students.

The first thing you need to consider is the individual career objective of the student. With this career objective in mind, you should look closely at the needs of that student. When you have this information in mind, you should identify a training station or a potential training station which will help the students work toward meeting their career objective, while at the same time, meeting their current needs.

With these thoughts in mind, your next step in working with the student(s) is to prepare them for their interview with the prospective training station staff. A key point for you to remember as a teacher-coordinator is that you may do the best job possible in preparing the students with skills, but if your students cannot handle the application and interview phase of finding a position, they may never get to use those skills.

Students need to realize from the beginning that they will be competing with others for employment. You have an excellent opportunity to help them through your cooperative vocational education program. Always try to send at least two students to apply for every training station you establish. This not only offers the employer a choice, but also provides you with the opportunity to obtain feedback from employers as to how "well" or how "poorly" your students handle themselves in an actual application/ interview situation. Once you have this feedback, you can work with the students on an individual basis to help them overcome any weak areas they may have.

A practice which many teacher-coordinators have found to be beneficial to students is to spend a block of time at the very start of the related class to teach a unit on job application and interview. If you have a two year program where the students are not placed during the first year, you would ideally teach this unit at the close of the first year. When you teach the unit, there is a decision you will have to make in view of your program and students' needs.

You can save yourself a great deal of time and effort, as well as help your student, by including the construction and use of resumes. Have your students construct as complete a resume as is possible for them at this time. Stress that if they spend the time and effort now, it will save them time and effort in the future. They will have all of the information necessary to complete application blanks when they apply for positions.

It is a good idea to provide copies of the completed resumes so that the students will not have to duplicate this effort in the future. If your district can afford it, you may want to help the students complete a comprehensive folder for their use in applying for positions. This folder might include such items as a picture of the student, a copy of the resume, letter of recommendation, etc. How much you do or how fancy it is will depend to a large degree on how much money your district is willing to provide for the operation of your program.

In addition to resumes, applications, and interviewing techniques, you will also want to include instruction on grooming and dress as it applies to the types of businesses and the positions for which your students will be interviewing.

When you have established potential training stations and have prepared your students for the application and interview, it is a good idea to provide the student(s) with an introduction card which will help identify them as members of your program when they go for their interviews. This introduction card can also help the students by providing them with the name of the business and the name of the individual they are to see or call. (See sample, Appendix B.)

There are some additional items which you need to check with your students before they actually go for an interview. You should have already determined whether or not all of the students have obtained social security numbers. If some haven't, you can help them complete an application for a social security number. A sample of the application is included in Appendix A. These forms are available at your local post office.

You should also instruct your students on the completion of a W-4 form (see sample, Appendix A). If they have earned less than

$2,050 in the last year and do not expect to earn more than that amount this year, they may complete a W-4E which permits their employer to not withhold any income tax from their pay. (See sample, Appendix A.)

When the employer has interviewed your students and selected one, you, as a teacher-coordinator are now ready to complete the training agreement and have it signed by all of the parties involved. It is important to point out that these documents are not legal documents but rather serve as a vehicle to remind all of the parties involved of their responsibilities. The agreement is one additional tool to help you assure that the student's placement is for training and not simply for employment.

The agreement should contain the following elements:

1. The responsibilities of--
    a) the student
    b) the employer and/or training sponsor
    c) the student's parents
    d) the school (teacher-coordinator)
2. The student's career goal
3. The student's beginning position
4. The student's beginning wage
5. The approximate number of hours per week of employment
6. The length of the training period
7. Provision for a "trial" or "probationary" period
8. Reference to the use of a training plan
9. Signatures of all parties involved:
    a) Parents
    b) Student
    c) Teacher-coordinator
    d) Employer

In addition to these elements, you can include any items you or your advisory committee feel would be appropriate for your program in your community. A sample training agreement is included in Appendix C.

When you have completed these steps and have the training agreement completed, you can consider that the student involved has been placed.

CHECKLIST FOR ACTIVITY 1

Did the checklist for placing students include consideration of the following?

	YES	NO	NOT APPLICABLE
Student's career objective?			
Student's social security number?			
Student's address and telephone number?			
Preparing students for job application and interview?			
Age certificates?			
Work permits?			
W-4 or W-4E explanations?			
Follow-up on student interviews?			
Completion of training agreements?			
Student orientation to training stations?			

ACTIVITY 2

OVERVIEW OF ACTIVITY 2

Objective: After completing the required reading and participating in a discussion on placing students, demonstrate your knowledge of the importance and role of training agreements by adopting and revising one of the samples contained in *Appendix C*, or by creating a training agreement of your own. Your performance will be assessed using the procedure detailed below in the *feedback* sections.

Activity: Review the reading *Placing Students*, p. 5.

Activity: Under the direction of your facilitator, discuss training agreements.

Feedback: Your facilitator will provide you with feedback concerning your understanding of training agreements.

Activity: Adopt and revise one of the sample training agreements in *Appendix C* or create your own training agreement.

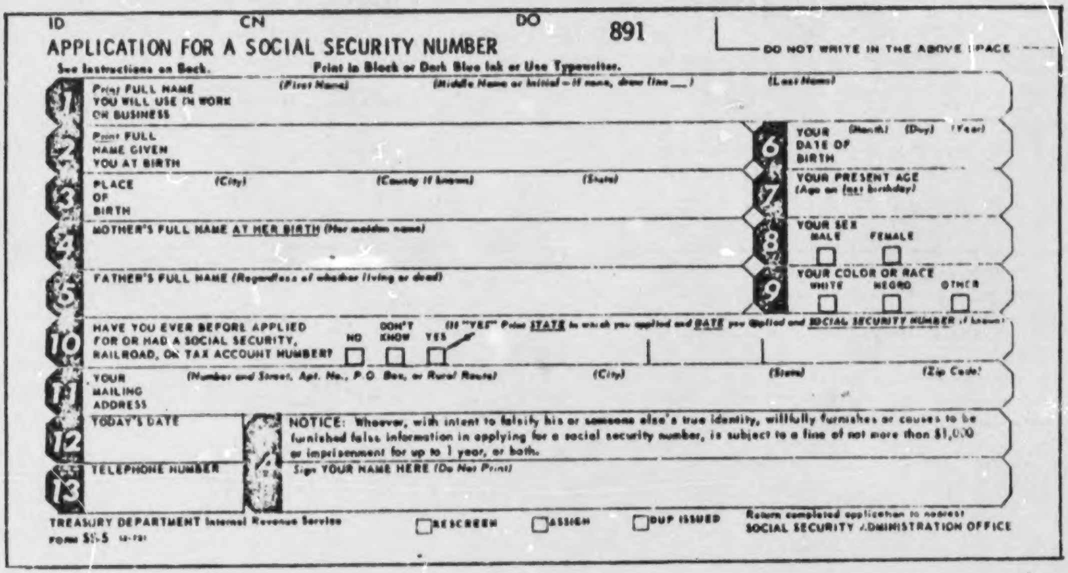
Feedback: Your training agreement will be reviewed by your facilitator using the *checklist*, p. 13.

Optional Activity: You may wish to meet with one or more teacher-coordinators from your service area and obtain copies of the training agreements they use with their cooperative vocational education program.

CHECKLIST FOR ACTIVITY 2

Did the training agreement contain the following:	YES	NO	NOT APPLICABLE
Name, address, telephone number, date of birth of the student?			
Student's career objective?			
Dates (beginning and ending) of the training period?			
Number of hours student is to be employed?			
Beginning wage for the student?			
Beginning job title of the student?			
Name, address, and telephone number of training station?			
Name and title of person designated as training sponsor?			
Provision for trial or probationary period?			
Amount of school credit to be earned by student?			
Name, address, and telephone number of school (teacher-coordinator)?			
Place for signature and date of signature of all parties involved?			
Student?			
Parents?			
Employer?			
School (teacher-coordinator)?			
Advisory committee?			
The effective date of the agreement?			
Did the training agreement require that all of the parties involved agree to:			
Jointly arrange work and school schedules of the student?			
Release time for on-the-job training?			
Provide time for the student to participate in school activities?			
Comply with all local, state, and federal labor laws?			
Develop and follow a training plan?			

APPENDIX A



ID CN DO 891

DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS *(First Name)* *(Middle Name or Initial – if none, draw line ___)* *(Last Name)*

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH *(City)* *(County if known)* *(State)*

4 MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*

5 FATHER'S FULL NAME *(Regardless of whether living or dead)*

6 YOUR DATE OF BIRTH *(Month)* *(Day)* *(Year)*

7 YOUR PRESENT AGE *(Age on last birthday)*

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ *(If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)*

11 YOUR MAILING ADDRESS *(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*

12 TODAY'S DATE

NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

13 TELEPHONE NUMBER

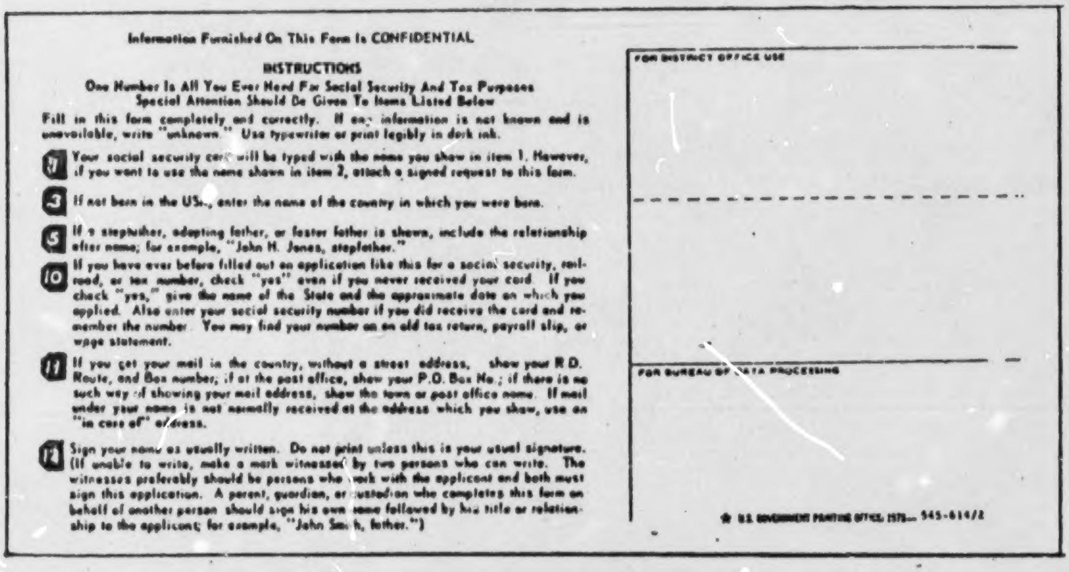
14 *Sign* YOUR NAME HERE *(Do Not Print)*

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (12-72)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest
SOCIAL SECURITY ADMINISTRATION OFFICE

FRONT



Information Furnished On This Form Is CONFIDENTIAL

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the U.S., enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name; for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

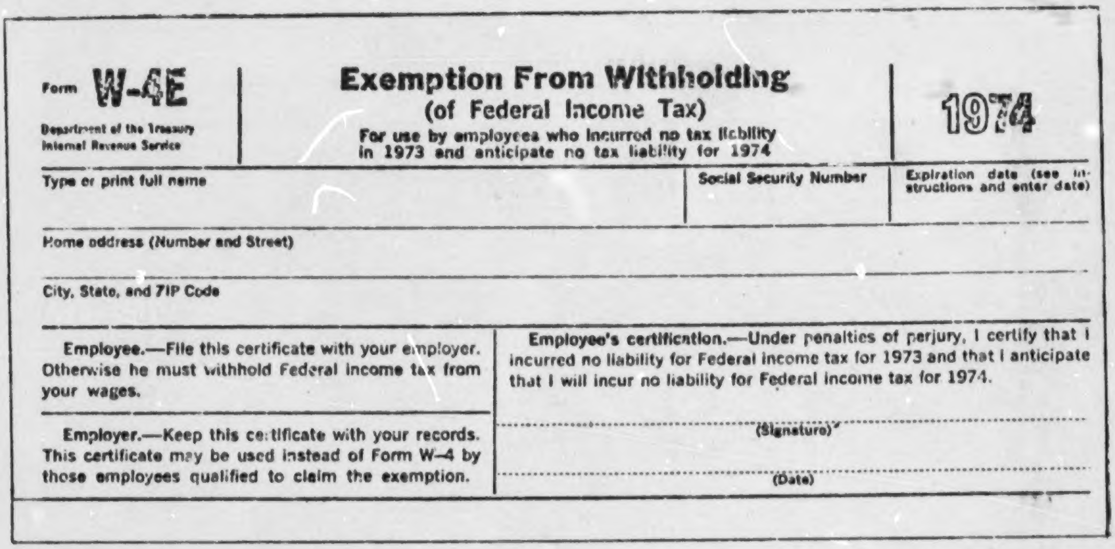
14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING

★ U.S. GOVERNMENT PRINTING OFFICE: 1973— 545-614/2

BACK



Form **W-4E**
Department of the Treasury
Internal Revenue Service

Exemption From Withholding
(of Federal Income Tax)

For use by employees who incurred no tax liability in 1973 and anticipate no tax liability for 1974

1974

Type or print full name
Social Security Number
Expiration date (see instructions and enter date)

Home address (Number and Street)

City, State, and ZIP Code

Employee.—File this certificate with your employer. Otherwise he must withhold Federal income tax from your wages.

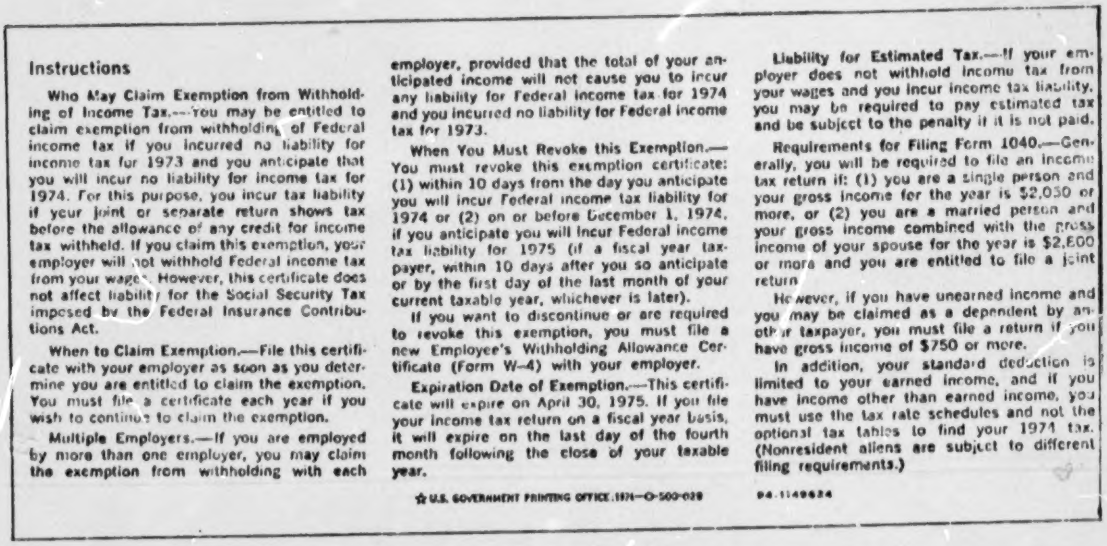
Employer.—Keep this certificate with your records. This certificate may be used instead of Form W–4 by those employees qualified to claim the exemption.

Employee's certification.—Under penalties of perjury, I certify that I incurred no liability for Federal income tax for 1973 and that I anticipate that I will incur no liability for Federal income tax for 1974.

(Signature)

(Date)

FRONT



Instructions

Who May Claim Exemption from Withholding of Income Tax.—You may be entitled to claim exemption from withholding of Federal income tax if you incurred no liability for income tax for 1973 and you anticipate that you will incur no liability for income tax for 1974. For this purpose, you incur tax liability if your joint or separate return shows tax before the allowance of any credit for income tax withheld. If you claim this exemption, your employer will not withhold Federal income tax from your wages. However, this certificate does not affect liability for the Social Security Tax imposed by the Federal Insurance Contributions Act.

When to Claim Exemption.—File this certificate with your employer as soon as you determine you are entitled to claim the exemption. You must file a certificate each year if you wish to continue to claim the exemption.

Multiple Employers.—If you are employed by more than one employer, you may claim the exemption from withholding with each employer, provided that the total of your anticipated income will not cause you to incur any liability for Federal income tax for 1974 and you incurred no liability for Federal income tax for 1973.

When You Must Revoke this Exemption.—You must revoke this exemption certificate: (1) within 10 days from the day you anticipate you will incur Federal income tax liability for 1974 or (2) on or before December 1, 1974, if you anticipate you will incur Federal income tax liability for 1975 (if a fiscal year taxpayer, within 10 days after you so anticipate or by the first day of the last month of your current taxable year, whichever is later).

If you want to discontinue or are required to revoke this exemption, you must file a new Employee's Withholding Allowance Certificate (Form W–4) with your employer.

Expiration Date of Exemption.—This certificate will expire on April 30, 1975. If you file your income tax return on a fiscal year basis, it will expire on the last day of the fourth month following the close of your taxable year.

Liability for Estimated Tax.—If your employer does not withhold income tax from your wages and you incur income tax liability, you may be required to pay estimated tax and be subject to the penalty if it is not paid.

Requirements for Filing Form 1040.—Generally, you will be required to file an income tax return if: (1) you are a single person and your gross income for the year is $2,050 or more, or (2) you are a married person and your gross income combined with the gross income of your spouse for the year is $2,800 or more and you are entitled to file a joint return.

However, if you have unearned income and you may be claimed as a dependent by another taxpayer, you must file a return if you have gross income of $750 or more.

In addition, your standard deduction is limited to your earned income, and if you have income other than earned income, you must use the tax rate schedules and not the optional tax tables to find your 1974 tax. (Nonresident aliens are subject to different filing requirements.)

☆ U.S. GOVERNMENT PRINTING OFFICE 1974—O-500-028

94-1149624

BACK

Employee's Withholding Allowance Certificate

The explanatory material below will help you determine your correct number of withholding allowances, and will indicate whether you should complete the new Form W–4 at the bottom of this page.

How Many Withholding Allowances May You Claim?

Please use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points: If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; If you are married and both you and your wife or husband are employed, you may not claim the same allowances with your employers at the same time. A nonresident alien other than a resident of Canada, Mexico or Puerto Rico may claim only one personal allowance.

Figure Your Total Withholding Allowances Below

(a) Allowance for yourself—enter 1 . . . . ______

(b) Allowance for your wife (husband)—enter 1 . . . . ______

(c) Allowance for your age—if 65 or over—enter 1 . . . . ______

(d) Allowance for your wife's (husband's) age—if 65 or over—enter 1 . . . . ______

(e) Allowance for blindness (yourself)—enter 1 . . . . ______

(f) Allowance for blindness (wife or husband)—enter 1 . . . . ______

(g) Allowance(s) for dependent(s)—you are entitled to claim an allowance for each dependent you will be able to claim on your Federal income tax return. Do not include yourself or your wife (husband)* . . . . . ______

(h) Special withholding allowance—if you have only one job, and do not have a wife or husband who works—enter 1 . . . . ______

(i) Total—add lines (a) through (h) above . . . . ______
If you do not plan to itemize deductions on your income tax return, enter the number shown on line (i) on line 1, Form W–4 below. Skip lines (j) and (k).

(j) Allowance(s) for itemized deductions—If you do plan to itemize deductions on your income tax return, enter the number from line 5 of worksheet on back . . . . ______

(k) Total—add lines (i) and (j) above. Enter here and on line 1, Form W–4 below . . . . ______

*If you are in doubt as to whom you may claim as a dependent, see the instructions which came with your last Federal income tax return or call your local Internal Revenue Service office.

See Table and Worksheet on Back if You Plan to Itemize Your Deductions

Completing New Form W–4

If you find that you are entitled to one or more allowances in addition to those which you are now claiming, please increase your number of allowances by completing the form below and filing with your employer. If the number of allowances you previously claimed decreases, you must file a new Form W–4 within 10 days. (Should you expect to owe more tax than will be withheld, you may use the same form to increase your withholding by claiming fewer or "0" allowances on line 1 or by asking for additional withholding on line 2 or both.)

▼ Give the bottom part of this form to your employer; keep the upper part for your records and information ▼

Form **W-4**
(Rev. Aug. 1972)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

Type or print your full name

Your social security number

Home address (Number and street or rural route)

Marital status
☐ Single ☐ Married
(If married but legally separated, or wife (husband) is a nonresident alien, check the single block.)

City or town, State and ZIP code

1 Total number of allowances you are claiming . . . . ______

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $______

I certify that to the best of my knowledge and belief, the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature ▶ .... Date ▶ .... 19 ....

What If You Itemize Deductions?

If you expect to itemize deductions on your income tax return, you may be entitled to claim one or more additional withholding allowances on line (j) on page 1. You may claim one additional withholding allowance for each $750, or fraction of $750, by which you expect your itemized deductions for the year to exceed the amounts shown in columns (A), (B), or (C) below.

Estimated salaries and wages	Single employees (with one job) (A)	Married employees with one job (wife or husband is not working) (B)	Married employees (both husband and wife working) and employees working in more than one job (C)
Under $8,000	$1,700	$1,700	$1,700
$8,000—10,000	1,800	1,800	2,000
10,000—12,000	2,200	2,200	2,700
12,000—15,000	2,400	2,400	2,700
15,000—20,000	2,400	2,400	3,300
20,000—25,000	2,400	2,400	4,000
25,000—30,000	2,900	2,400	4,900
30,000—35,000	3,800	2,400	5,900
35,000—40,000	4,900	2,700	6,900
40,000—45,000	6,400	3,500	7,900
45,000—50,000[1]	7,900	4,500	9,100

[1] If your annual salary or wages exceeds $50,000, you may claim one additional withholding allowance for each $750, or fraction of $750, by which your expected itemized deductions will exceed the following: A single employee with one job—19 percent of annual salary or wages; A married employee with one job whose wife or husband is not working—13 percent of annual salary or wages; A married employee whose wife or husband is also working, or an employee who holds more than one job—22 percent of the combined or total annual salary or wages.

Determining Withholding Allowances For Itemized Deductions

The worksheet below will be helpful to you in determining whether your expected itemized deductions entitle you to claim one or more additional withholding allowances.

Worksheet

1 Total estimated annual salary or wages (from all sources) . . . . 1 $		
2 Total expected itemized deductions for the year	2	$
3 Appropriate amount from column (A), (B), (C) or footnote 1, above	3	
4 Balance. Subtract line 3 from line 2. (If "0" or less, you are not entitled to additional allowance(s) for itemized deductions)	4	$
5 If the amount on line 4 is:		

Between	Enter on line 5	Between	Enter on line 5	Between	Enter on line 5
$0—$750	1	$2,251—$3,000	4	$4,501—$5,250	7
751—1,500	2	3,001—3,750	5	5,251—6,000	8
1,501—2,250	3	3,751—4,500	6	6,001—6,750	9

Note: *If the amount on line 4 is over $6,750 you get 9 allowances, plus 1 allowance for each $750 or fraction thereof by which the amount on line 4 exceeds $6,750. If the balance on line 4 is less than "0," you may be having too little tax withheld. You can generally avoid this by claiming one less allowance (than the total number to which you are entitled) for each $750 by which the estimated deductions on line 2 are less than the amount on line 3.*

5 ▷ Enter this number on line (j) page 1.

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If You Need More Detailed Information, See the Instructions that Came with Your Last Federal Income Tax Return or Call Your Local Internal Revenue Office.

APPENDIX B

INTRODUCTION CARD FOR JOB INTERVIEW

This card introduces ______________________ who is enrolled in the cooperative vocational education program. This student is interested in the position of ______________________.

This student should report to: Firm ______________________

Address ______________________ Interviewer ______________________

Phone ______________________ Appointment Date __________ Time ______

(SCHOOL NAME)

(ADDRESS)

____

Coordinator

APPENDIX C

EXAMPLE OF TRAINING MEMORANDUM OR AGREEMENT

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT*

______________________________ PROGRAM

This training agreement is to (1) define clearly the conditions and schedule of training whereby student
Name: ______________________________
is to receive training in ______________________________
and (2) serve as a guide to the cooperating parties: the ______________________________
(company or agency)
and the ______________________________
Public Schools, in providing the student with opportunities for education and training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $________ per ________ for ________ hours per week, which amount is approximately________ per cent of that paid competent full-time employees in the same occupation in the community.
2. A review of the wages paid the student will be made jointly and periodically by the employer and coordinator at least once each semester for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions

The training period beginning the ____________ day of ____________
19____, and extends through 19____. There will be a probationary period of ____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party.

Approvals:

(Student)	(Name of Employer)
(Parent or Guardian)	(Name of Company or Agency)
(Chairman, Local Advisory Committee)	(Teacher-Coordinator)

---

*Adapted from the form developed by the Department of Vocational Education, Texas Education Agency.

Page 1 of 5

Date______________

To whom it may concern:

The enclosed training agreement is for the following student-trainee:

Student trainee______________________Date of Birth________________

Soc. Sec. No.______________Grade___Available Work Hrs.____________

Occupational Objective__________Training Period: Beginning_______

Ending_________

Training Agency____

Address________________________________Phone No.____________

Department in which employed________________________________

Sponsor________________________________Phone No.____________

Parents or Guardian____

Home Address___________________________Phone No.____________

Place of Business______________________Phone No.____________

Teacher-Coordinator____

Home Address___________________________Phone No.____________

School Address_________________________Phone No.____________

The attached is a training agreement for cooperative vocational education programs at ____________________________School. This agreement includes the definite responsibilities to be accepted by the employer, the school (represented by the teacher-coordinator), parents and student.

Copies of the agreement will be on file with the employer and in the teacher-coordinator's office.

Sincerely,

____

Teacher-Coordinator

STUDENT AGREEMENT

The student-trainee agrees to:

- Do an honest day's work, understanding that the employer must profit from the labor to justify hiring a student and providing this cooperative training experience.
- Accept the training station as procured by the teacher-coordinator.
- Do all jobs assigned to the best of his/her ability.
- Be punctual, dependable, and loyal to the school and business where employed.
- Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
- Be courteous and considerate of the employer, his family, customers, and others.
- Maintain good work habits both in school and on-the-job.
- Maintain a neat and clean appearance at all times.
- Keep the records of the cooperative training program and make the reports that the teacher-coordinator and the employer require.
- Be alert to perform unassigned tasks which promote the welfare of the business.
- Assume responsibility for getting to and from work according to the work schedule.
- Notify the training sponsor and the school by 10:00 a.m. if absence is unavoidably necessary.
- Present himself/herself to the training station only on those days when he/she has attended classes all that day.
- Work at least 15 hours (minimum) during the school week.
- Contact the teacher-coordinator before resigning and under no circumstances resign the position at this training station without first discussing this action with the teacher-coordinator.

I have read and understand the purpose and intent of this training agreement.

I UNDERSTAND THAT ANY VIOLATION OF ANY PART OF THE ABOVE AGREEMENT MAY RESULT IN MY BEING DROPPED FROM THE PROGRAM, AT THE DISCRETION OF THE TEACHER-COORDINATOR.

Signed____________________________
Student

TRAINING STATION OWNER-MANAGER AND/OR SPONSOR AGREEMENT

The employer agrees to:

---

* Teach the student-trainee the trade or business as circumstances permit, and insofar as possible, route the student through the different activities of the business.

* Assist the teacher-coordinator in planning the training program for the student.

* Train the student to do the jobs in the safest and most efficient manner.

* Avoid subjecting the student-trainee to unnecessary hazards.

* Assist the teacher-coordinator in making an honest appraisal of the student's performance, at least once a quarter (each nine weeks).

* Report student-trainee progress intermittently to the teacher-coordinator.

* Require the student to be on-the-job regularly except:

a. On regular "no school" days such as school vacations and legal holidays.
b. When unusual circumstances such as illness make it necessary for the student to be absent.

* Supervise the student-trainee for a minimum of fifteen hours per week.

* Confer with the teacher-coordinator before dismissing the student-trainee for unsatisfactory performance.

* Pay wages which are comparable to wages paid apprentices and other beginning employees for the occupation in which the student-trainee is to receive training.

We have read and understand the purpose and intent of this training agreement.

Signed____________________________, ____________________________

Owner-Manager Training Sponsor

PARENT AGREEMENT

The parent agrees to:

- Allow the student-trainee to work in the training station during hours and days as specified in the work schedule.
- Assist the student-trainee in getting to and from work according to the work schedule.
- Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
- Assume full responsibility for any action or happening pertaining to the student-trainee from the time of leaving school until reporting to the training station.

I have read and understand the purpose and intent of this training agreement.

Signed___________________________________

Parent

TEACHER-COORDINATOR AGREEMENT

The teacher-coordinator, on behalf of the school, agrees to:

- * Give related instruction at the school enabling the student-trainee to better understand and carry out duties and responsibilities in the training station.
- * Visit the student-trainee on the job periodically for the purpose of supervising the person to insure that the person gets the most out of the cooperative training experience.
- * Work with the employer, student-trainee and parents to provide the best possible training for the student-trainee.
- * Visit the employer at any time the employer deems it desirable.

I have read and understand the purpose and intent of this training agreement.

Signed________________________________
Teacher-Coordinator